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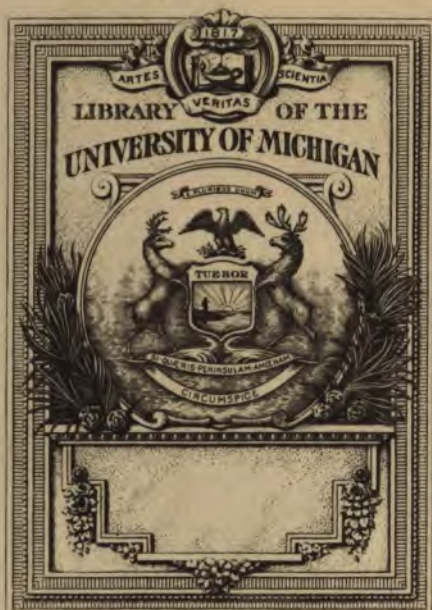
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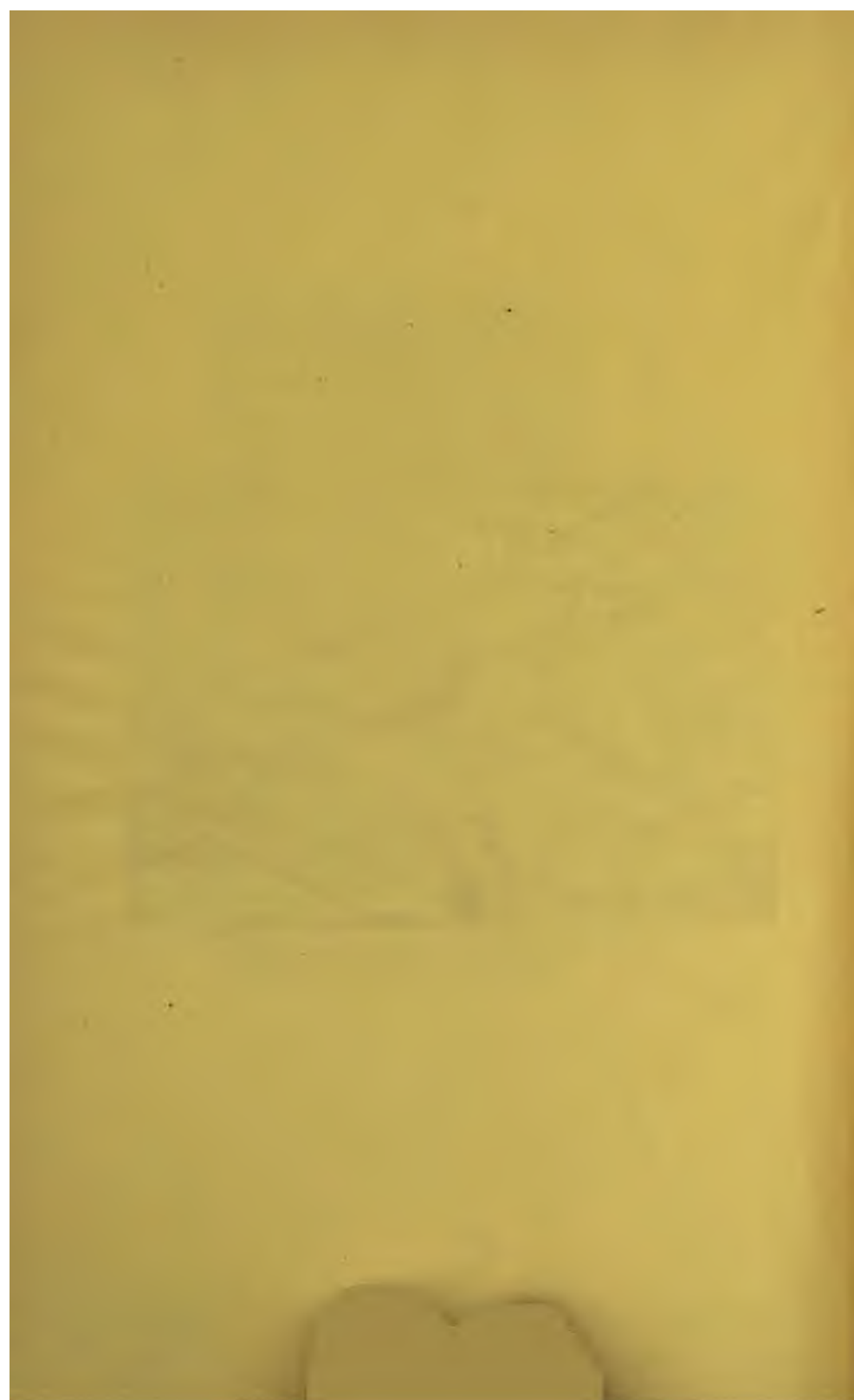




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THIRTY-FIFTH ANNUAL REPORT

OF THE

New York (City)

Board of Education

OF THE

CITY AND COUNTY OF NEW YORK,

FOR THE



OFFICIAL YEAR ENDING DECEMBER 31, 1876.



NEW YORK:
HALL OF THE BOARD OF EDUCATION.
CORNER OF GRAND AND ELM STREETS.
1877.

COMMITTEE ON ANNUAL REPORT.



JACOB D. VERMILYE, *Chairman.*

EDWARD SCHELL,

LAWRENCE G. GOULDING,

EVERETT P. WHEELER,

STEPHEN A. WALKER.

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BOARD OF EDUCATION, }
NEW YORK, Jan. 31, 1877. }

HON. SMITH ELY, Jr.,

Mayor of the City of New York.

SIR—I have the honor to send herewith a copy of the Report of the Board of Education for the year ending December 31st, 1876, in which will be found full statements of the operations of this Board for the period named.

Very respectfully yours,

WILLIAM WOOD,

President of the Board of Education.

LAWRENCE D. KIERNAN, *Clerk.*



REPORT

*To the Honorable the State Superintendent of Public Instruction
and the Common Council of the City of New York:*

THE tenth subdivision of Sec. 3, of an "Act relative to Common Schools in the City of New York," passed March 31, 1854, requires the Board of Education "to make and transmit, between the fifteenth day of January and the first day of February in each year, to the State Superintendent of Public Instruction and to the Common Council of the City of New York, a report in writing, bearing date on the thirty-first day of December next preceding, stating the whole number of schools within their jurisdiction, specially designating the schools for colored children; the schools or societies from which reports shall have been made to the Board of Education within the time limited for that purpose; the length of time such shall have been kept open; the amount of public money apportioned or appropriated to said school or society; the number taught in each school; the whole amount of money drawn from the City Chamberlain for the purposes of education during the year ending at the date of their report, distinguishing the amount received from the general fund of the State, from all other and what sources; the manner in which such moneys shall have been expended, and such other information as the State Superintendent of Public Instruction

•

may from time to time require in relation to common school education in the City and County of New York; and the report which the Board of Education is hereby required to make shall be held and taken to be a full compliance with every law requiring a report from said Board, or any officer of the City and County of New York, except the City Superintendent, relative to schools in the said city, or any matters connected therewith."

In compliance with the foregoing provisions of Law, the Board of Education respectfully submits its

THIRTY-FIFTH ANNUAL REPORT,

Showing the operations of the Board for the year ending December 31, 1876:

I.—WHOLE NUMBER OF SCHOOLS.

Normal College, Female.....	1
Saturday Sessions of Normal College.....	1
Training Department of Normal College.....	1
Grammar Schools, Boys.....	46
Grammar Schools, Girls.....	46
Grammar Schools, Mixed.....	13
Primary Schools.....	47
Primary Departments.....	66
Evening Schools, Males.....	19
Evening Schools, Females.....	14
Evening High School, Male.....	1
Colored Grammar Schools, Boys.....	2
Colored Schools, Girls.....	1
Colored Grammar Schools, Mixed.....	2
Colored Primary Departments.....	3

Colored Evening Schools, Mixed.....	2
Nautical School.....	1
<hr/>	
Total number of Schools and Departments under the management of the Board of Education.....	266
Corporate Schools participating in the School Fund.	15
<hr/>	
Total.....:	281

In the above statement the schools designated "mixed" contain both boys and girls, or pursue both Grammar and Primary Grades of study.

II.—SCHOOLS FROM WHICH REPORTS HAVE BEEN MADE.

All the Schools above named have, in accordance with the accustomed rule, presented reports to the Board of Education within the time limited.

The following Corporate and Asylum Schools have also reported :

1. The New York Orphan Asylum School.—Act passed 3d July, 1851 ; Sec. 22, page 39, of Manual Board of Education.
2. The Roman Catholic Orphan Asylum School.—Act passed 3d July, 1851 ; Sec. 22, page 39, of Manual Board of Education.
3. The Schools of the two Half-Orphan Asylums.—Act passed 3d July, 1851 ; Sec. 22, page 39, of Manual Board of Education.
4. The Schools of the Society for the Reformation of Juvenile

Délinquents.—Amended Act of 3d July, 1851; Sec. 22, page 39, of Manual Board of Education.

5. The Schools of the Leake and Watts Orphan House.—Act passed 3d July, 1851; Sec. 22, page 39, of Manual Board of Education.
6. The School of the Association for the Benefit of Colored Orphans.—Amended Act of 3d July, 1851; Sec. 22, page 39, of Manual Board of Education.
7. The Schools of the American Female Guardian Society.—Act passed 3d July, 1851; Sec. 22, page 39, Manual Board of Education.
8. The School established and maintained by the New York Juvenile Asylum.—Act passed 30th June, 1851; as amended by Chap. 332, laws of 1854; Sec. 30, page 64, of Manual Board of Education.
9. The House of Reception for Juvenile Asylum.—Act passed 30th June, 1851; as amended by Chap. 332, Laws of 1854; Sec. 30, page 64, of Manual Board of Education.
10. The School established and maintained by the Ladies' Home Missionary Society of the Methodist Episcopal Church — Chap. 405, Laws of 1855; page 62, of Manual Board of Education.
11. The School established and maintained by the Five Points House of Industry.—Chap. 405, Laws of 1855; page 62, of Manual Board of Education.
12. The Industrial Schools established and maintained under the

charge of the Children's Aid Society.—Chap. 258, Laws of 1862; page 63, of Manual Board of Education.

13. The School established and maintained by the New York Society for the Relief of the Ruptured and Crippled.—Chap. 835, Sec. 3, of Laws of 1872.
14. Nursery and Child's Hospital.—Act passed April 17, 1866; page 63, Manual of Board of Education.
15. Hebrew Benevolent and Orphan Asylum Society.—Act passed April 21, 1874.—Chap. 230, Laws of 1874, p. 83, of Manual of Board of Education.

A detailed statement of the average attendance and whole number of the scholars taught in the several schools and societies from which reports have been received, and the apportionment of school moneys for their support, as prescribed by law, are presented in tables accompanying this report.

III.—The whole amount of money drawn from the Comptroller for the purposes of Public Instruction during the year, the several amounts and sources being distinguished, as required by law, was, as appears by the vouchers sent to him for payment,

\$3,698,599 07

Which was obtained from the following sources:

Balance with the Comptroller from	
1874, amount exceeding the	
aggregate of the vouchers sent	
him for payment (see Financial	
Statement of 1875.).....	\$144,330 04

Balance with the Comptroller from 1875, amount exceeding the vouchers sent him for payment, (see Financial Statement of 1875.).....	\$281,905 18	
Less transferred by Board of Esti- mate and Apportionment and relinquished by this Board	<u>120,000 00</u>	161,905 18
Amount from the Nautical School Fund, act of 1873, per vouchers credited the Comp- troller.....		1,115 51
Amount of Fund for 1876, appor- tioned to Public Instruction by the Board of Estimate and Ap- portionment.....		<u>3,753,000 00</u>
		<u>\$4,060,350 73</u>

The objects for which this money was expended are set forth in the following general statement: for details, see Financial Report in Schedule No. 8.

FOR ACCOUNT OF 1874.

Buildings, Furniture, &c., contracts	50,416 00	
Organization of the Nautical School	1,115 51	
Incidental expenses of this Board, Normal College and Ward Schools.....	1,249 53	52,781 04

FOR ACCOUNT OF 1875.

Buildings, furniture, repairs, etc., contracts, &c....	110,167 93
---	------------

Support of Nautical School...	1,665	52	
Salaries of Teachers in the Evening, Colored, Ward and Normal Schools, and Janitor.....	20,584	17	
Fuel and Gas.....	2,983	44	
Workshop, wages.....	949	53	
Incidental expenses of the Board of Education, Ward, Evening and Colored Schools, the Nor- mal College, and Compulsory Education.....	6,780	77	
Pianos.....	385	00	143,516 36

FOR ACCOUNT OF 1876.

Sites, Buildings, Furniture, Heating Apparatus, Alterations and Re- pairs.....	\$ 276,411	87	
Salaries of Teachers and Janitors in Normal College, Ward, Evening and Colored Schools, and employees of the Board	2,689,710	08	
Support of the Nautical School....	23,675	63	
Compulsory Education.....	19,593	23	
Books, supplies, gas, fuel, pianos, workshop, wages and inciden- tal expenses of the Board of Education, Normal College, Evening, Ward and Colored Schools.....	388,830	46	
Corporate Schools, apportionment.	104,080	40	
			<u>\$3,502,301 67</u>

TOTAL PAYMENTS.

For account of 1874.....	52,781 04	
do do 1875.....	143,516 36	
do do 1876.....	3,502,301 67	\$3,698,599 07

Leaving balances with the Comptrol-
ler available for liabilities for

1874.....	92,664 51
1875.....	18,388 82
1876.....	250,698 33

\$361,751 66

*Statement showing the number of Scholars taught in the Schools
under the jurisdiction of the Board of Education, and the
average attendance for the last three years.*

WHOLE NUMBER TAUGHT.

SCHOOLS.	1874	1875	1876
Grammar Schools and Primary Departments..	157,187	159,036	158,033
Primary Schools.....	43,916	43,456	42,677
Colored Schools.....	2,040	1,958	1,753
Evening Schools.....	22,340	24,149	21,734
Normal College, Saturday Sessions and Train- ing Department.....	3,201	3,672	4,059
Nautical School.....	.....	169	109
Colored Normal School.....	13	.....	.....
Total	228,697	232,440	228,365
Corporate Schools.....	22,848	22,880	24,354
Grand Total.....	251,545	255,320	252,719

AVERAGE ATTENDANCE.

SCHOOLS.	1874	1875	1876
Grammar Schools and Primary Departments..	77,106	79,289	81,358
Primary Schools.....	18,791	19,162	19,431
Colored Schools.....	870	872	805
Evening Schools.....	10,162	10,343	9,273
Normal College, Saturday Sessions and Training Department.....	1,612	2,103	2,466
Nautical School.....	.....	100	109
Colored Normal School.....	8	.....	.....
Total.....	108,549	111,869	113,442
Corporate Schools.....	8,690	9,019	9,555
Grand Total.....	117,239	120,888	122,997

NUMBER AND COST OF TEACHERS EMPLOYED IN THE PUBLIC SCHOOLS.

The schools are conducted by the following teachers :

- 57 Male Principals in Grammar Schools.
- 143 Male Vice-Principals and Assistants in Grammar Schools.
- 435 Female Assistants in Male Grammar Schools.
- 44 Female Principals in Female Grammar Schools.
- 505 Female Vice-Principals and Assistants in Female Grammar Schools.
- 111 Female Principals in Primary Schools and Departments.
- 1282 Female Vice-Principals and Assistants in Primary Schools and Departments.
- 5 Male Principals and Male Assistants in Colored Schools.
- 4 Female Assistants in Male Colored Schools.

- 5 Female Principals in Female Colored Schools.
- 23 Female Assistants in Female Colored Schools.
- 19 Male Principals in Male Evening Ward Schools.
- 125 Male Assistants in Male Evening Ward Schools.
- 72 Female Assistants in Male Evening Ward Schools.
- 14 Female Principals in Evening Ward Schools.
- 110 Female Assistants in Female Evening Ward Schools.
- 6 Female Principals and Assistants in Colored Evening Schools.
- 237 Teachers of Special Subjects, Music, Drawing, French and German Languages.
- 7 Male Teachers, consisting of a President and six Professors, in the Normal College.
- 20 Female Teachers, consisting of Lady Superintendent and : Female Assistant Teachers, in the Normal College.
- 7 Male Teachers, consisting of one President and six Professors, in the Saturday Normal School.
- 3 Female Teachers in the Saturday Normal School.
- 19 Teachers, consisting of one Female Principal and eighteen Assistants in the Training Department of the Normal College.
- 25 Teachers, consisting of one Male Principal and twenty-four Male Assistants, in the Evening High School.

And the cost of these several classes of Teachers, by Annual Salaries, is as follows:

For Male Departments of Grammar Schools..					} \$2,222,743 69
"	Female	"	"	" ..	
"	Primary	"	and Primary	" ..	
"	Special Teachers.....				51,538 00

For Colored Schools, Male and Female Principals and Assistants.....	{	35,085 22
“ Colored Schools, Special Teachers.....		1,521 46
“ Male and Female Departments of Evening Ward Schools and Evening High School	}	87,457 96
“ Colored Evening Schools.....		1,491 00
“ President and Professors of the Female Normal College and Saturday Normal School, and Principal and Assistants of the Training Department.....	}	89,039 97

STATE SCHOOL TAX.*

The following table shows the total amount of State School Tax levied for each State fiscal year during the past twenty-three years, including 1876; the amount of State School Tax paid by the City and County of New York; the amount of "State School Tax apportioned to the City and County of New York, the amount of the "State School Fund" paid to the City and County of New York; and the total amount received from the State for the Common Schools of the City and County of New York.

YEAR. Commencing October 1—State Fiscal Year.	Aggregate State Tax for Schools of the State.	Amount of State School Tax paid by the City of New York.	Amount of State School Tax apportioned to the County of New York.	Amount received by the County of New York from the "State School Fund."	Total amount received from the State for the Common Schools in the County of New York.
1854.....	\$800 000 00	\$257,616 11	\$95,648 06	\$37,063 62	\$182,711 68
1855.....	800 010 00	271,639 40	96,648 06	50,874 35	146,522 41
1856.....	1,072,862 88	388,806 87	152,345 06	60,544 49	219,889 85
1857.....	1,072,708 97	390,406 96	160,069 75	54,608 90	214,978 55
1858.....	1,053,853 75	396,416 98	153,593 95	53,750 00	207,853 95
1859.....	1,053,873 04	398,677 61	154,331 37	53,659 08	207,990 35
1860.....	1,064,473 15	412,559 00	159,109 91	53,659 08	212,768 99
1861.....	1,061,335 57	428,309 10	164,375 13	60,765 21	245,140 34
1862.....	1,080,892 73	412,218 23	185,651 15	54,965 84	250,616 99
1863.....	1,090,841 11	401,192 71	197,188 06	55,127 48	252,265 54
1864.....	1,128,749 90	432,000 12	205,304 13	55,592 09	260,896 22
1865.....	1,163,169 76	466,946 28	190,425 58	51,854 76	242,280 84
1866.....	1,148,422 22	455,085 27	194,186 85	53,254 83	247,441 58
1867.....	2,080,184 65	891,735 08	348,707 75	46,107 05	394,814 80
1868.....	2,207,611 42	997,758 14	374,637 64	47,579 28	423,216 92
1869.....	2,225,150 96	1,086,889 16	377,879 76	50,167 86	428,047 62
1870.....	2,458,751 48	1,160,354 33	393,312 54	49,885 02	443,247 56
1871.....	2,565,672 37	1,269,156 70	453,180 00	54,472 87	507,902 87
1872.....	2,610,784 31	1,301,567 04	457,854 94	54,196 98	511,561 92
1873.....	2,662,092 98	1,380,122 61	487,505 77	55,900 37	543,406 14
†1874.....	2,711,634 84	1,398,445 86	498,374 01	55,817 96	554,191 99
†1875.....	2,959,726 13	1,544,914 48	530,350 61	54,303 07	584,654 55
†1876.....	3,838,894 09	1,508,968 85	548,926 75	52,704 43	596,631 18
Total.....	39,271,965 25	17,592,745 39	6,808,005 53	1,316,905 64	7,819,911 17

* This table has been compiled from records in the Comptroller's office.

† Includes 23d and 34th Wards, annexed to city January 1, 1874.

FINANCE.

By a reference to the Financial Statement of the Board, appended to this Report, it will be found that the total sum apportioned to the Board of Education by the Board of Estimate and Apportionment for 1876 was.....\$3,753,000 00

Exceeding that for 1875.....\$100,000 00

While the sum disbursed during
the same period for giving
instruction in the Common
Schools was on account of
1876 3,398,221 27

Exceeding the amount for 1875.. 130,239 38

And for the Charity or Corporate Schools under the supervision of the Board of Education..... 104,080 40

Exceeding that for 1875..... 967 47

Making a total of..... \$3,502,301,67

And leaving a balance of.....\$250,698 33

to meet outstanding claims not yet audited and adjusted, and which, in round numbers, will probably reach \$205,000 00.

Ample details will be found regarding all receipts and disbursements in the Report of the Finance Committee. The following items are selected as being suggestive and interesting :

Numbers in 1876.	Numbers in 1875.	Male Depart'ts of Grammar Schools.	Amount in 1875.	Amount in 1876.
57	56	Male prin's were paid for salaries....	\$163,750 00	\$165,312 51
41	41	Male Vice-prin's were p'd for sal's..	101,500 00	99,631 85
111	110	Male Assisants " " "	171,856 00	174,161 68
426	413	Female " " " "	333,200 00	346,790 34
Now Special Teachers, which see.	18	Male Regular German Teachers were paid for salaries.....	27,080 00	
		Totals.....	\$797,386 00	\$785,896 38
		Female Depart's of Grammar Sch'ls.		
46	45	Female prin's were p'd for salaries...	\$85,300 00	\$83,814 40
43	42	Female Vice-prin's were p'd for sal's..	53,790 00	53,274 58
452	440	Female Assistants " " "	305,970 00	322,591 53
Now Special Teachers, which see.	18	Female Regular German Teachers were paid for salaries.....	13,034 00	
		Totals.....	\$458,154 00	\$459,680 51
		Primary Departm's and Schools.		
110	109	Female prin's were p'd for salaries..	\$173,328 00	\$173,573 35
85	84	Female Vice-prin's were p'd for sal's,	90,480 00	92,959 77
1229	1171	Female Assistants " " "	667,604 00	710,633 68
		Totals.....	\$931,812 00	\$977,166 80

	For 1875.	For 1876.
The average attendance in the Male Departments of the Grammar Schools.....	19,994	20,816
The average attendance in the Female Department of the Grammar Schools.....	16,608	17,470
Total average attendance in Grammar Schools....	36,602	38,286
The average attendance in the Primary Departments and Schools.....	61,699	62,093
Total average attendance in Grammar Schools and Primary Departments and Schools.....	98,301	100,379
Therefore the teaching of 36,602 pupils in the Grammar Schools in 1875 cost, for salaries, \$797,386 + \$458,154 =	\$1,255,540 00	
Teaching 38,286 pupils 1876, in the Grammar Schools, for salaries, \$785,896.38 + \$459,680.51		\$1,245,576 89
Supplies for Grammar Schools.....	\$94,419 87	104,005 95
Cost of teaching 36,602 pupils in Grammar Schools..	\$1,349,959 87	
Cost of 38,236 pupils.....		\$1,349,582 84
Average cost per scholar in Grammar Schools.....	36 88	\$35 25
The teaching of 61,699 pupils in Primary Departments and Schools cost, for salaries.....	\$931,812 06	
Teaching 62,093 pupils, 1876, in Primary Departments and Schools.....		977,166 80
For supplies.....	39,183 76	\$38,049 85
Total cost of teaching 61,699 pupils in Primary Departments and Schools.....	\$970,995 76	
Cost of 62,093 pupils.....		\$1,015,216 65
Average cost per scholar in Primary Departments and Schools.....	\$15 73	16 35
Salaries to Faculty, Tutors and Instructors in Normal College proper amounted to.....	\$65,985 46	\$65,090 29
Supplies through Depository.....	5,526 71	5,522 42
Total.....	\$71,512 17	\$70,612 71
Average attendance of students was.....	1,071	1,217
Therefore, the cost per scholar was.....	\$66 77	\$58 02
Salaries paid to teachers in Training School * of Normal College was.....	\$10,982 53	\$12,115 05
Supplies through Depository.....	900 23	930 37
Total.....	\$11,882 76	\$13,045 24

* This Institution also performs the function of a Primary School for the Nineteenth Ward.

	For 1875.	For 1876.
Average attendance of pupils was.....	614	719
Therefore the cost per scholar was.....	19 35	\$18 14
The support of the Nautical School for the year was.....	\$22,497 14	\$23,675 63
Supplies through Depository.....	449 67	92 70
Total.....	\$22,946 81	\$23,768 33
The average attendance at Nautical School for the year was.....	97	109
And the cost for instruction per scholar was therefore.....	\$236 56	\$218 06
The salaries of teachers in the Evening High School for the year.....	\$18,862 50	\$19,154 50
Supplies.....	1,243 28	1,360 05
Totals.....	\$20,105 78	\$20,514 55
The average attendance during the year was.....	1,000	1,055
And the cost of instruction per scholar was, therefore.....	\$20 10	\$19 45
The salaries paid to teachers of the Common Evening Schools.....	\$89,368 08	\$85,434 51
Cost of supplies through Depository.....	8,790 35	7,387 48
Totals.....	\$98,158 43	\$92,821 99
The average attendance was 9,238, and the cost per scholar.....	\$10 62	
The average attendance was 8,218, and the cost per scholar.....		\$11 29
The amount expended for enforcing the "Compulsory Education Act," which went into operation on 1st March, 1875, was.....	\$14,350 53	\$19,593 23
The amount paid for salaries of all Teachers of Music.....	21,180 00	14,425 71
The amount paid for salaries of Special Teachers of Drawing.....	23,100 00	17,188 29
The amount paid for salaries of Special Teachers of "Science," so called, was.....	2,424 00	2,424 00
The amount paid for instruction in French, including 1770-43684 parts of the salary, \$4,000, paid to the Superintendent of French and German, was..	1,932 00	
Including 17224-17500 parts.....		2,115 90
The amount paid for instruction in German, including 41914-43684 parts of the salary, \$4,000, paid to the Superintendent of German and French was.	45,758 00	
Including 157774-17500 parts.....		19,384 10

SCHOOL ACCOMMODATIONS.

Since the date of the last Annual Report, the following sites have been purchased at the prices named :

One site on West 58th street, near Tenth avenue, in the Twenty-second Ward, dimensions 100 feet front and rear by 100 5-12 feet deep ; cost, including excavation, \$23,500.

One plot 50 feet front and rear by 99 11-12 feet deep, on East 125th street, between Second and Third avenues, adjoining the premises of Grammar School No. 39 ; cost, \$9,000.

The new building on West 54th street, between Sixth and Seventh avenues, was formally opened for the reception of pupils early in September last, and is known and designated as Grammar School No. 69.

New buildings for Grammar School No. 36, in the Eleventh Ward, and for Primary Department of Grammar School No. 60, in the Twenty-third Ward, will be ready for the reception of pupils on the 3d day of January, 1877 ; while a new building is in course of erection on East 75th street, near Third avenue, to be known as Grammar School No. 70. The site is 100 feet front and rear by 102 2-12 feet deep. The building will be four stories in height above the cellar, and is intended to furnish the school accommodation so greatly needed in this portion of the city.

Contracts have also been awarded for the erection of a new school house for Primary School No. 41 on the site on West 58th street, near Tenth avenue.

A new school, known as Primary School No. 48, was also organized, and a building rented for its occupation at Woodlawn Heights, in the 24th Ward.

During the year many important alterations and improvements have been made in school buildings. Nos. 7, 9, 37 and 61 have been considerably enlarged and remodelled; Nos. 12, 13, 19, 31 and 42 have undergone extensive repairs, and Nos. 10 and 44 have been essentially improved. Besides these, almost every school building in the city has been visited by either the carpenter, the mason, the painter, the roofer, the furnace man or the plumber, in many cases by all. The total cost of enlargement repairs, etc., exclusive of new structures, was not less than \$275,000.

There is in many parts of the city a lack of school accommodations, and the necessity for additional sites and buildings cannot be doubted.

The Board, however, are making every possible effort to secure for the teachers and pupils sufficient and suitable accommodations, and to place the present school buildings in proper condition under the limited means in their control.

HEATING AND VENTILATION.

During the year steam heating apparatuses have been placed in Grammar Schools Nos. 7, 12, 13, 36, 37, 61, 69, Primary School No. 20, and Primary Department of Grammar School No. 60, at a total cost of \$49,346, and all the buildings occupied for school purposes are comfortably heated.

In Grammar School No. 36 a new system of ventilation has been introduced in connection with the new heating apparatus, which has increased the cost of the latter about twenty-five per cent., and which will consume a larger amount of fuel than an ordinary apparatus. What the result of this experiment will be cannot be ascertained at present, as the apparatus has just been completed and sufficient time has not elapsed for a proper test of the same.

TEACHERS—THEIR APPOINTMENT AND QUALIFICATIONS.

The Board of Education has, under the present statutes, only an indirect responsibility for the character and competence of the teachers in its employ. The appointments of nearly all are made absolutely by the Trustees of the various wards of the city. In the case of Principals and Vice-Principals, a confirmation of the action of the local boards is necessary. The local Trustees themselves are appointed by the Board of Education, and are its agents for the purpose of minor appointments, and are liable to removal in case of misuse of the power. A system of rigid examinations in the Superintendent's office precludes the possibility of incompetent persons being foisted upon the system through political or social influence, and an appointment gained by such means alone is unavailing.

This divided responsibility respecting minor appointments, contemplated by the law, is not without criticism, but on the whole is believed to be justified by experience. Local boards of trustees are more directly interested in the schools of their respective wards, and are daily brought in direct communication with teachers, and in the large majority of cases exercise the

duties of their offices with a fidelity to the cause which is incited by local pride and a sense of responsibility to the neighborhood in which they dwell. It is but a short time since Commissioners of the Board, as well as Trustees of the Ward, were elected from special districts of the city, and each Commissioner had a local constituency. The change to the present system was an experiment towards uniting central authority with local independence in school government, and so far as the appointment and present qualifications of our teachers are concerned, this union and division of authority have proved conducive to the public good.

The number of applicants for positions as teachers, due in a measure to the depressed financial condition of affairs, indicates that a true policy would be to advance in all respects the conditions of appointment. The average rate of compensation is larger here than in any other city, the preparation for the work through the system itself is furnished at no other expense than that of labor and time, and the generous provisions in both these respects would, it is believed, always furnish our schools with a supply of teachers, should the requirements for position be much further advanced.

There is one urgent duty respecting this subject which the Board has, during the year under review, made a partial attempt to perform, but which remains ineffective owing to its complication with financial questions. Our primary school teachers have a lower rate of pay than our grammar school teachers, and the primary schools have been used as training places for the better paid positions in the grammar schools. The plan for uniformity

in salaries in these two departments has received serious consideration by a committee of the Board, and deserves to be carried out. The majority of our pupils receive all the education they have in the primary, and never enter the grammar schools. This majority deserves the first consideration. Instruction and discipline are no more difficult in one than in the other, and in neither department is the range of knowledge required to be mastered extensive. Experience and natural adaptation are the real factors in the problem of comparative compensation between the two branches of our schools. It matters very little whether the subjects taught are the x and y of the alphabet, or the x and y of algebra.

The table of averages, respecting both attendance and proficiency of the pupils in the schools, which are annexed to the Superintendents' reports, exhibits by actual results the best evidence which can be produced respecting the competence of the teachers in the employ of the Board, and these statistics are referred to with pride and satisfaction.

COURSE OF STUDY.

On the 12th of January, 1876, the Board adopted the following preambles and resolution :

Whereas, Our system of Common Schools was established for the purpose of giving to the children of the city a thorough training in the elements of an English education ; and,

Whereas, Numerous studies have been from time to time added to the course of instruction, which are calculated to withdraw the pupils' time and attention from the more important

subjects, Reading, Writing, Spelling and Arithmetic, and to encourage in them habits of thought of the most superficial character, and, as a consequence, many of the children of our Public Schools pass into the active pursuits of life without being able to discharge the duties demanded of them; and,

Whereas, It is a well-known fact that the great majority of our pupils receive all the education they ever obtain in the Primary Schools, and consequently the instruction and discipline of these schools should be made perfect and thorough; therefore,

Resolved, That the Committee on Course of Study and School Books be requested to examine into the matter at the earliest moment, and rearrange and reduce the subjects in the course of study, so as to enable the pupils to devote their time with greater energy to the attainments of a knowledge of the elementary branches of an English education.

A new course of study, adopted in pursuance of the instructions contained in this resolution, has been in use during the latter part of the past year. Sufficient time has not elapsed to determine whether the changes from the course formerly in use are really improvements. The practical test, rather than the theoretical, is the one by which decisions upon a subject of this nature are to be made. A great amount of labor was expended by the Committee in the revision of the scheme presented for its consideration by those experienced instructors, Superintendent Kiddle and Professor Scott. This labor was cheerfully expended under the conviction that there is no subject of greater importance in the whole sphere of the duties of the Board of Education than a well-ar-

ranged course of studies ; that changes necessarily produce interruption, delay and expense, and if undertaken should be effected in a judicious manner, and upon deliberate and unprejudiced investigation.

Among the most important modifications of the former course of study, which were adopted by the Committee, are these :

First. Such as relate to the extent and method of instruction in the Primary Department by means of what are known as Object Lessons.

Mr. Superintendent Kiddle has in his report discussed the purpose and effect of these changes at length, with characteristic clearness and ability.

Second. Such as relate to the mode of instruction in history. These changes effect this result, that books upon historical subjects are used to a considerable extent in place of ordinary readers.

Respecting this change, it is to be observed that the purpose of the modification was to carry out the suggestion contained in the resolution, *supra*, "to reduce the" (number of) "subjects in the course of study." As the resolution and the whole subject of the revision of the course was referred to the Committee on Course of Studies, "with power," and the new course was adopted without any subsequent action of the Board, the Committee is to be commended for this single attempt to reduce the number of studies. This attempt ended in the change specified. History had heretofore been taught by recitation—question and answer; it is now unconsciously absorbed as a reading lesson.

As before stated, it is too early to determine whether the amount of historical instruction given in reading lessons has or will justify the great expense which has attended the introduction and use of suitable histories, instead of, or rather in addition to the ordinary readers. In theory, the idea is one that seems attractive, in view of the fact that so large a number of the later historical writers are distinguished for a correct and lucid style.

No further reduction of the number of studies, as required by the resolution, was effected by the Committee. History was made a reading exercise. The "numerous studies that have from time to time been added to the course of instruction" still remain there, and the New York grammar school is still, so far as subjects of instruction are concerned, polytechnic and polyglot.

Third.—A change, consisting in the adoption of a schedule of time by which the various studies of the course are entitled to receive a just share of attention.

The objection to such a schedule has been that the wise discretion of the principal should not be hampered by limitations of this sort. But it was designed to provide a schedule by which full liberty should be accorded to the teacher, while the necessity of fulfilling the requirement as to schedule time should prevent either the exclusion of, or too great attention to, essential studies respecting whose relative importance individual judgment is likely to err.

Fourth.—A change from the prior course consisting in a rearrangement of the subjects of study, specially with the view of rendering less burdensome the last year of the grammar school course.

It is peculiarly true respecting modifications of this nature that the practical results of changes must be awaited before they are either approved or condemned.

MODERN LANGUAGES.

Early in the year under review a great reduction in the time allowed to instruction in German and French was effected by the passage of by-laws which had met with the approval of a majority of the Board for a long time previous to their final adoption, but had failed to secure the necessary two-third vote.

Instruction in these branches is now limited to the three upper grades of the Grammar schools, and the time for which special teachers are employed is one hour and forty minutes per week for each class. The advocates of such instruction in our common schools will find in the perusal of the report of Assistant Superintendent Schem the expression of the opinion, based upon his careful observation, that this limited time is being profitably employed, and that the fear that the studies of these languages might as well have been altogether abolished as pursued in this limited way, has not been realized.

DRAWING.

In the subject of instruction in drawing a great advance has been made by reason of its adoption in the new course as a promotional study in all grades—a subject of examination, conditional to advancement. There is a great improvement in the mode of instruction in this subject and increase of good results to the pupils. Many of the special teachers of drawing are highly qualified and deeply interested in their work, and the other teachers have,

to some extent, availed themselves of opportunities presented by technical schools in the city to become better fitted for the work of instruction in this branch. There is no longer a controversy respecting the importance of drawing as a practical and legitimate subject of common school instruction. It is a natural and efficient means of discipline in the education of the eye and the hand, informing and correcting the judgment respecting proportion, measurement, distance and figure. The child left to itself makes rude sketches for amusement. To guide his hand and make his pleasure a means of advantage is the office of instruction in this branch of study. To insure the habit of fixed attention, an exercise prerequisite to all mental discipline, there is nothing more efficient than a dictation exercise in this study. The object pursued is not to make artists nor even primarily to cultivate æsthetic taste, but to discipline those faculties which the child must, in after life, bring into requisition in every field of industrial or mechanical labor.

MUSIC.

The system of giving instruction in music by special teachers has been continued during the year. Class room instruction, graded according to the age and capacity of the pupils, is rapidly taking the place of the miscellaneous rote drill formerly universal. The pupils are acquiring a better knowledge of the rudiments of music than formerly, and to a much greater extent acquire the ability to read simple music. Many of the schools are quite distinguished for the superior accuracy and taste of their singing, and, in all, the exercises of vocal music constitute one of the most attractive features of our schools. The usefulness of these exercises as a delightful and elevating recreation,

and the disciplining and æsthetic value of music, both vocal and instrumental, as employed in the schools, cannot be doubted.

COLORED SCHOOLS.

The whole number of colored schools under the care of the Board is seven, of which four are grammar schools and three primary departments.

In September last the male and female departments of Colored School No. 1 were consolidated under one principal; and this change has resulted not only in a saving of considerable expense, but in an increased efficiency in the management of the school.

The whole number of pupils taught in these schools during the year is 1,753, with an average attendance of 805, while last year the number taught was 1,958, and the average attendance 872; showing a considerable falling off during the year.

The examinations held in these schools by the City Superintendent have resulted in showing a considerable improvement both in discipline and instruction.

THE EVENING HIGH SCHOOL.

The tenth term of the Evening High School terminated April 3d, 1876. Since the establishment of the school in 1866 it has steadily grown in popular favor, and a review of its work during these ten years must show that the most sanguine hopes and expectations of its founders have been fully realized. In this time the attendance has nearly doubled, the average for the first term having been 555, and for the last, 1,036. The desire for admission to membership, the large attendance and the regularity

of the students, prove that the school is supplying to very many young and middle-aged men that particular instruction which they feel to be so desirable, and even necessary to them in their several vocations. Nearly all trades, professions and callings here find their representatives assembled nightly with the practical object in view of qualifying themselves to perform their various labors with increased skill and intelligence. The school, in a great measure, supplements the work of the other evening schools, and affords an opportunity to those who desire it of pursuing their studies further, and of receiving a knowledge of those higher branches of education which cannot be obtained in the other evening schools.

It will readily be seen that, with a class of students whose attendance is entirely voluntary, who are thoroughly in earnest, and who make no inconsiderable sacrifice to attend, the best instruction should be given, and the best instructors employed that the Board can command. This fact has been fully recognized, and in making appointments those who, by their long experience and acknowledged ability, are known as men of superior skill in their profession, have been selected as teachers. There are a principal and twenty-four assistant teachers, of whom seventeen have had more than twenty years' experience in teaching.

The examination of applicants for admission was begun on Monday evening, September 20th, 1875, and was continued during the usual period of two weeks; this work was conducted by the principal and six assistants. About 3,500 applicants were examined, of which number 1,737 were qualified for admission.

The term proper commenced on Monday evening, October 4th, with an attendance of 1,544, and closed on Monday evening, April 3d, with an attendance of 773. The average attendance for the first week of the term was 1,473, with an average register number of 1,637, and for the last week of the term the average attendance was 775, with an average register of 861, while the average attendance for the entire term was 1,036. The average age of the students was nearly 21 years, the oldest being 55, and the youngest 14. There were 91 students who did not lose a single recitation during the whole term of one hundred and twenty nights.

The following table shows studies pursued, the average attendance, and the number of instructors in each.

	Av. Attendance.	No. of Ina.
English Literature, Latin and Rhetoric..	42	1
English Grammar and Composition.....	103	1
Reading and Declamation.....	56	1
German.....	162	2
French.....	92	2
Spanish.....	46	1
Architectural and Mechanical Drawing..	72	1
Free Hand Drawing.....	113	1
Penmanship.....	207	1
Phonography.....	66	1
Algebra, Geometry and Trigonometry...	38	1
Arithmetic.....	211	3
Book-keeping.....	362	4
Nat. Philosophy, Chem. and Astronomy.	27	1
History and Political Science.....	44	1
Anatomy and Physiology.....	42	1

EVENING SCHOOLS.

The records show that the attendance of pupils at the Evening Schools during the term ending in February last was not quite as large as during the term of 1874-5, the falling off amounting to 304, while the enrollment was 1,872 less. This indicates a more regular attendance, which is very much to be desired in this class of schools. The largest number of pupils in attendance at any one session was 11,664, and the number that attended with a good degree of regularity during the whole term was 7,318. The City Superintendent's report shows, by a careful collation of the examination returns, that these schools have been remarkably efficient in instruction, and that their discipline was quite effective. The minute supervision to which these schools, during the last few years, have been subjected, including a careful examination of the pupils at the close of the term, has been followed by the best results. The term of 1876-7 commenced in October last, and thus far the schools have given evidence of efficiency and success.

NORMAL COLLEGE.

Admissions from the Public Schools.

Seven hundred and seventy-six candidates from the Female Grammar schools sought admission, last June, into the Normal College. Out of this number only seventy-six were rejected. One hundred and two received an average of ninety per cent. or over—a fact which sufficiently proves that the requirements for admission are not excessive. On the whole, the scholarship of the candidates was better than heretofore, and evinced careful training on the part of the principals and teachers.

Graduates of 1876.

Two hundred and thirty-three candidates for graduation, out of a total of two hundred and thirty-five, passed satisfactory examinations, and received licenses to teach in the public schools. They were obliged to reach an average of seventy-five per cent. in fourteen different branches of study, and not to fall below that per centage in grammar and arithmetic, nor below eighty per cent. in spelling.

An erroneous idea seems to prevail that a primary teacher can dispense with the higher studies. The truth is that this class of teachers more than any other class needs trained faculties and sound judgment, and these are only obtained by the discipline of hard and close study. Normal study and normal practice, to be effective, must be based on the broad foundation of a liberal education.

Under the by-law by which the graduates are licensed to teach without a second examination, the City Superintendent and the President of the College have performed their duties in perfect harmony.

The Training Department.

As a primary school for the benefit of the people in the neighborhood, the Training Department has been very successful. Its attendance has steadily increased, and its grading and classification are very nearly perfect. In many districts throughout the country the school authorities have been compelled to abandon training departments in connection with normal schools, because parents object to having their children experimented

upon by young and inexperienced teachers. This difficulty, in the case of the Normal College, has been happily avoided by having each class presided over by a competent teacher, whose duty it is to instruct the children during at least three-quarters of the time. One-quarter of the time is given to the pupil-teachers to practice, but even then the class teacher is present and responsible.

During the past year the Training Department, as a school of practice, has become more efficient. The work has been more systematic and thorough than heretofore.

The principal and the critic teachers have been faithful and efficient in the performance of their duties. The tutor in methods has supervised all the normal practice in addition to her regular work in the College.

Attendance in Normal College.

Number of students on register, Dec. 31, 1876.....	1,409
Number of students on register, Dec. 31, 1875.....	1,310
Increase of number on register.....	99
Average attendance for 1876.....	1,217
Average attendance for 1875.....	1,071
Increase of average attendance....	146
Number of students who graduated and received teachers' certificates in 1876.....	233
Number of students admitted during 1876.....	750
Number of colored students admitted during 1876.....	4
Number of students admittted by competitive examination from the public schools.....	696

Number admitted by special examinations, as directed by the Committee on the Normal College.....	54
Number discharged by graduation	233
Number discharged for other causes.....	420
Number of students in the Fifth (highest) Grade.....	248
Number of students in the Fourth Grade.....	96
Number of students in the Third Grade.....	336
Number of students in the Second Grade.....	175
Number of students in the First Grade....	554

Saturday Sessions.

Whole number taught during 1876.....	600
Whole number taught during 1875.....	560
Increase in whole number taught.....	40
Average attendance for 1876.....	504
Average attendance for 1875.....	393
Increase in average attendance.....	111

Training Department.

Whole number on register during 1876.....	892
Whole number on register during 1875.....	803
Increase of register.....	89
Average attendance for 1876.....	744
Average attendance for 1875.....	517
Increase of average attendance.....	227

Total number on register in the College, including Satur- day Sessions and Training Department.....	2,901
Total increase of register during 1876..	228

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Attendance in Normal College.

Number of students on register, Dec. 11, 1875.....

Number of students on register, Dec. 11, 1876.....

Increase of number on register.....

Average attendance for 1875.....

Average attendance for 1876.....

Increase of average attendance.....

Number of students admitted.....

certificates in 1876.....

Number of students admitted.....

Number of colored students admitted.....

Number of students admitted by contract.....

From the public schools.....

Number admitted by special ~~provision~~ ~~to~~ assisted
the Committee on the ~~Normal~~ ~~school~~
Number discharged by ~~provision~~ ~~to~~ appended to the
Number discharged for ~~some~~ ~~reason~~ gives the details
Number of students in the ~~first~~ ~~year~~
Number of students in the ~~second~~ ~~year~~
Number of students in the ~~third~~ ~~year~~ the year was remarka-
Number of students in the ~~fourth~~ ~~year~~

Number of students in the ~~fourth~~ ~~year~~
Whole number taught ~~in~~ ~~the~~
Whole number taught ~~in~~ ~~the~~
Increase in whole number ~~taught~~ ~~in~~
Average attendance ~~per~~ ~~scholar~~
Average ~~attendance~~ ~~per~~ ~~scholar~~

qualified to receive certifi-

the Council of the Chamber
ing placed on board ships
twenty-three have already
sed as soon as suitable vessels
osed that all will soon be pro-

the year was 109. The new class
a number is rapidly increasing by

COMPULSORY EDUCATION.

York enacted in 1874 a law "to secure to
of an elementary education," thus placing
with those States and countries that have de-
light of taxation for the support of free schools
the right to make education compulsory as a pro-
State.

Whatever difference of opinion there may be, as to the best mode of preventing non-attendance and truancy, all must certainly agree that there is a necessity for stringent measures to cure these evils.

Admitting that education is the corner-stone of our republican form of government, it must necessarily be conceded that universal education is of vital importance to the State. If this be true, it follows that the State should provide the means whereby all may receive "the benefits of an elementary education," and having provided these means, it must be concluded that it is the duty of the State to compel every parent to bestow upon his children at least the education that the State places within his reach.

Often, however, laws which are just and right in themselves, and adapted to promote the greatest good, utterly fail through the want of popular sympathy and support. There is, perhaps, no law which depends more for its good results upon popular sympathy than that relating to compulsory attendance at school. Keeping this idea constantly in view, it has been the aim of the Board to use almost exclusively moral rather than legal means for the enforcement of the law.

At first many timid friends of education feared that the law could not be enforced, and if enforced would meet with very serious opposition; while it was contended, on the other hand, that its enforcement was perfectly practicable, and its beneficence so great that it had only to be rightly understood to become almost universally popular. Time has proved the latter view to

be correct, and it has been found during the twenty months of its actual operation that the law has been steadily growing in popular favor. Parents are generally ready to aid the agents in carrying on their work, often appealing to them for assistance, when they can accomplish nothing by parental authority.

Those suffering from the want of an education have learned from their own experience to appreciate its advantages, and they naturally desire their children to attend school, as the best means of raising them to a position of usefulness and comfort.

The designation of the New York Juvenile Asylum and the New York Catholic Protectory as institutions to which the truant children can be committed, has aided greatly in carrying on the work. To carry out the provisions of the law relating to the inspection of stores, factories, and other establishments where children are employed, it was found necessary to appoint an agent of truancy for that particular business. The appointment was made too late in the month of December for any work during the close of the year. It is designed, however, during the coming year, to make a thorough investigation into the situation of all children coming within the law, who are employed at any labor or business.

COLLEGE OF THE CITY OF NEW YORK.

The College for young men, supported from the fund created for the purposes of public instruction, has, during the past year, been conducted with the care and success which has hitherto

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The College for young men, supported from the fund created for the purposes of public instruction, has, during the past year, been conducted with the care and success which has hitherto

marked its history. Each year affords new evidence of the expediency and wisdom of the provision thus made for supplementing the Grammar School course with an advanced institution which shall offer to students collegiate privileges and honors, and prepare them for the active and arduous duties of professional or public life.

The number of Students on the Rolls of the College, at the close of the collegiate year, was 1071, divided among the classes as follows :

1876. JUNE.				
Introductory Class	{	Collegiate	{ Classical Course.....182	309
		Division	Scientific "127	
	{	Commercial	{ French.....109	353
		Division.....	German.....239	
			Spanish.....5	
Freshman Class... ..	{	Classical Course	116	190
		Scientific "	74	
Sophomore Class.....	{	Classical Course.....	60	101
		Scientific "	41	
Junior.....	{	Classical Course.....	48	68
		Scientific "	20	
Senior.....	{	Classical Course.....	29	50
		Scientific "	21	
Total.....				1071

The details of the operation of the College and its expenditures are fully presented in the accompanying annual report of the Board of Trustees, which will be found in the appendix.

WILLIAM WOOD,

President of the Board of Education.

LAWRENCE D. KIERNAN, *Clerk.*

NEW YORK, Dec. 31st, 1876.

SCHEDULES.

SUBJECTS OF THE SCHEDULES AND APPENDICES FORMING PART OF THIS REPORT.

SCHEDULE No. 1—Contains the names of the members of the Board of Education, Standing Committees of the Board, the Employees of the Board, Inspectors of Common Schools, and School Trustees.

SCHEDULE No. 2—The number of Schools in each Ward and their numerical designation.

SCHEDULE No. 3—Shows the length of time each school has been kept open, and the average attendance; the whole number taught in the several schools during the year, together with the locations of the several school buildings.

SCHEDULE No. 4—Shows the expenses incurred for Teachers' and Janitors' salaries, books, stationery, fuel, etc., in the Ward Schools of each Ward, and the value of supplies from the Depository and repairs through the shop for the year.

SCHEDULE No. 5—Showing amount of money paid in each Ward, for rents, sites, new buildings, heating apparatus and repairs of, etc., by special appropriations for the year ending December 31st, 1876.

SCHEDULE No. 6—Shows the amount expended for repairs, materials, etc., through the shop for the year.

SCHEDULE No. 7—Apportionment to Corporate and Ward Schools, made under the fifteenth section of the School Act.

SCHEDULE No. 8—Financial statement of the Board of Education for the year 1876.

SCHEDULE No. 9—Shows the expenditures of the Evening and Colored Schools for the year.

SCHEDULE No. 10—Showing payments for Salaries of Teachers and Janitors by Wards, for 1876.

SCHEDULE No. 11—Contains the location, size and cost of site, size, cost, and date of erection of each school building.

SCHEDULE No. 12—Financial Exhibit for last ten years.

The Appendices consist of the Annual Report of the City Superintendent of Schools; Annual Report of the President of the Normal College; Course of Studies in the Grammar and Primary Schools; Report of the Superintendent of School Buildings; Report of the Engineer of the Board of Education; Report of the Superintendent of the Nautical School; Report of the Superintendent of Truancy, and Report of the Board of Trustees of the College of the City of New York.

SCHEDULE No. 1.

MEMBERS OF THE BOARD OF EDUCATION.

WILLIAM WOOD, *President.*LAWRENCE D. KIERNAN, *Clerk.*

NAMES OF MEMBERS.	RESIDENCE.	PLACE OF BUSINESS.	TERM EXPIRES JAN. 1.
RUFUS G. BEARDSLEE...	47 West 55th st.	106 Broadway...	1877
A. J. MATHEWSON.....	647 Hudson st.	4 Pine street. ...	1877
ALBERT KLAMROTH....	64 St. Mark's place.	37 Park Row....	1877
WILLIAM WOOD.....	4 West 18th st.	.....	1877
JAMES M. HALSTED....	18 West 17th st.	120 Broadway...	1877
EUGENE KELLY.....	43 West 51st st.	45 Exchange pl...	1877
LAWSON N. FULLER...	Carmansville ..	107 Wall st.....	1877
LEONARD HAZELTINE..	54 East 61st st.	19 South st.....	1878
*STEPHEN A. WALKER.	8 East 30th st.	20 Nassau st...	1878
HENRY P. WEST.....	155 Grand st.	183 Grand st....	1878
DAVID WETMORE.....	119 Lexington ave.	365 Greenwich st.	1878
FERDINAND TRAUD....	115 East 83d st.	.....	1878
DAVID F. BAKER.....	138 West 44th st.	.....	1878
MORRIS WILKINS.....	Tremont.....	3 Pine st.....	1878
WILLIAM DOWD.....	168 West 22d st.	44 Wall st.....	1879
JACOB D. VERMILYE...	273 5th ave.....	42 Wall st.....	1879
CHARLES PLACE.	136 West 125th st.	36 Union square..	1879
EDWARD SCHELL.....	53 Clinton Place.	644 Broadway...	1879
LAW. G. GOULDING....	25 Rutgers st.	132 Nassau st...	1879
J. GRENVILLE KANE...	39 West 21st st.	.....	1879
† BENJAMIN F. WATSON.	314 Lexington ave.	291 Broadway....	1879

* Vice William H. Neilson, resigned Jan. 11th.

† Vice Ernest Caylus, resigned November 15th.

STANDING COMMITTEES OF THE BOARD OF EDUCATION.

1.—*Finance Committee.*

Commissioner DOWD,
Commissioner VERMILYE, Commissioner SCHELL,
“ KELLY, “ BEARDSLEE.

2.—*Committee on Teachers.*

Commissioner HALSTED,
Commissioner HAZELTINE, Commissioner PLACE,
“ KELLY, “ BAKER.

3.—*Committee on Buildings.*

Commissioner WILKINS,
Commissioner DOWD, Commissioner VERMILYE,
“ MATHEWSON, “ WATSON.

4.—*Committee on Supplies.*

Commissioner BEARDSLEE,
Commissioner HALSTED, Commissioner WETMORE,
“ PLACE, “ WEST.

5.—*Auditing Committee.*

Commissioner BAKER,	
Commissioner GOULDING,	Commissioner WEST,
“ TRAUD,	“ WATSON.

6.—*Committee on Sites and New Schools.*

Commissioner MATHEWSON,	
Commissioner FULLER,	Commissioner WILKINS,
“ WETMORE,	“ TRAUD.

7.—*Committee on Course of Study and School Books.*

Commissioner WALKER,	
Commissioner KLAMROTH,	Commissioner HAZELTINE,
“ PLACE,	“ BAKER.

8.—*Committee on School Furniture.*

Commissioner GOULDING,	
Commissioner FULLER,	Commissioner WALKER,
“ BAKER,	“ VERMILYE.

9.—*Committee on Normal College.*

Commissioner FULLER,	
Commissioner HALSTED,	Commissioner KLAMROTH,
“ SCHELL,	“ KANE.

10.—*Committee on Evening Schools.*

Commissioner HAZELTINE,	
Commissioner SCHELL,	Commissioner WILKINS,
“ PLACE,	“ KANE.

11.—*Committee on Colored Schools.*

Commissioner KLAMROTH,
 Commissioner DOWD, Commissioner WETMORE,
 " WEST, " WATSON.

12.—*Committee on Warming and Ventilation.*

Commissioner TRAUD,
 Commissioner MATHEWSON, Commissioner WATSON,
 " GOULDING, " KELLY.

13.—*Committee on By-Laws, Elections and Qualifications.*

Commissioner WEST,
 Commissioner BEARDSLEE, Commissioner HAZELTINE,
 " BAKER, " WALKER.

14.—*Executive Committee on Nautical School.*

Commissioner WETMORE,
 Commissioner TRAUD, Commissioner MATHEWSON,
 " DOWD, " KANE.

15.—*Committee on Annual Report.*

Commissioner VERMILYE,
 Commissioner SCHELL, Commissioner GOULDING,
 " FULLER, " WALKER,

16.—*Committee on Nomination of Trustees.*

Commissioner PLACE,
 Commissioner HALSTED, Commissioner KELLY,
 " BEARDSLEE, " WEST,
 " GOULDING, " KLAMROTH,
 " WILKINS, " KANE.

17.—*Special Committee on Salaries and Economy.*

Commissioner KELLY,

Commissioner HALSTED,

Commissioner FULLER,

“ SCHELL,

“ VERMILYE,

“ MATHEWSON,

“ HAZELTINE,

“ WILKINS,

“ KANE.

EMPLOYEES OF THE BOARD OF EDUCATION.

<i>Clerk</i>	LAWRENCE D. KIERNAN.
<i>Auditor</i>	JOHN DAVENPORT.
<i>City Superintendent</i>	HENRY KIDDLE.
<i>Assistant</i> “	THOMAS F. HARRISON.
“ “	JOHN H. FANNING.
“ “	NORMAN A. CALKINS.
“ “	WILLIAM JONES.
“ “	ARTHUR McMULLIN.
“ “	JOHN JASPER, JR.
“ “	ALEXANDER J. SCHEM.
<i>Superintendent of School Buildings</i> ..	DAVID I. STAGG.
<i>Engineer</i>	JOHN DUNHAM.
<i>Inspector of Fuel</i>	JOHN E. WHITE.
<i>Assistant Clerk</i>	WILLIAM OLAND BOURNE.
“ “	THOMAS T. BENNETT.
“ “	GEORGE W. WHITE.
“ “	EDWARD E. VAN SAUN.
“ “	HENRY L. DAVENPORT.
“ “	JOHN R. AMES.
“ “	HENRY M. DURYEA.
“ “	BLANCHARD OAKLEY.
“ “	JAMES WALSH.
“ “	JETHRO MOSHER.
“ “	JOHN MCINTYRE, JR.
“ “	MRS. ELIZA CRONK.

<i>Messenger and Assistant Clerk</i>	HENRY D. LICHTENHEIN.
<i>Janitor</i>	EDWARD HIGGINS.
<i>Superintendent of Truancy</i>	ALEXANDER M. STANTON.
<i>Agent of Truancy</i>	WESLEY B. CHURCH.
“ “	PETER H. JOBES.
“ “	A. C. MARTINEZ, JR.
“ “	THEODORE REEVES.
“ “	FRANCIS M. ROSER.
“ “	WILLIAM C. BRADLEY.
“ “	S. M. BARNETT.
“ “	AUGUSTUS L. HECKLER.
“ “	JOHN S. KETCHAM.
“ “	JEREMIAH H. BAKER.
“ “	JOHN W. CURTIN.
“ “	M. HOFFMAN PHILIP.
<i>Clerk to Superintendent of Truancy</i>	CHARLES A. BERRIAN.

INSPECTORS OF COMMON SCHOOLS OF THE CITY OF NEW YORK—1876.

1st District, comprising 1, 2, 3, 4, 5, 6, and 8th Wards.

NAME.	RESIDENCE.	PLACE OF BUSINESS.	TERM EXPIRES JAN. 1.
John Patten.....	172 Greenwich st.	172 Greenwich st.	1877
B. F. Styles.....	129 Chambers st.		1878
John P. Huggins.....	129 Chambers st.		1879

2d District, comprising 7, 10, 13 and 14th Wards.

Washington Thomas..		434 Grand st.	1877
Dr. Alex. S. Hunter..	363 Broome st.	363 Broome st.	1878
Hugo Gorsch	127 Chrystie st.	153 Bowery.....	1879

3d District, comprising 9th and 16th Wards.

Charles Spear.....	156 W. 21st st.		1877
Wm. H. Gray.....	258 W. 4th st.	22 Wooster st.	1878
John N. Abbott.....	303 W. 22d st.	187 West st.	1879

4th District, comprising 11th and 17th Wards.

Harvey H. Woods....	38 E. 3d st.	2d Ave. R. R.	1877
Andrew Mills.....	215 2d Ave.	314 E. 4th st.	1878
A. C. Anderson	708 Sixth st.	10 Chambers st.	1879

5th District, comprising 15th and 18th Wards.

Alex. McL. Agnew...	24 E. 21st st.		1877
George W. Abbe.....	32 E. 20th st.	8 Pine st.	1878
Elijah H. Kimball....	2 E. 15th st.		1879

6th District, comprising 20th and 21st Wards.

Mark Blumenthal	53 W. 42d st.	53 W. 42d st.	1877
Benj. B. Atterbury	39 Park ave.		1878
J. W. C. Leveridge	57 W. 36th st.	22 Duane st.	1879

7th District, comprising 12th, 19th and 22d Wards.

Feodore Mierson	258 E. 48th st.	13, 15 Chatham st.	1877
John F. Williams	209 W. 58th st.	270 W. 34th st.	1878
Hosea B. Perkins	Fort Washington		1879

8th District, comprising 23d and 24th Wards.

S. S. Randall	Morrisania		1877
T. H. Faile, Jr.	West Farms	130 Water st.	1878
Fordham Morris	Morrisania	25 Pine st.	1879

SCHOOL TRUSTEES.

*With the Time of Expiration of the Term of Office for which
they were appointed.*

<i>First Ward.</i>		<i>Fourth Ward.</i>	
NAMES.	Term Expires Jan. 1.	NAMES.	Term Expires Jan. 1.
John McIntire.....	1877	Frederick Wimmer	1877
Otto Henken.....	1878	Morris Friedsam.....	1878
Owen Murphy.....	1879	Wm. H. McAlpin.....	1879
Michael Duffy.....	1880	John B. Shea.....	1880
John N. Merrill.....	1881	Michael J. Duffy.....	1881
<i>Second Ward</i>		<i>Fifth Ward.</i>	
George H. Sears.....	1877	John Ham.....	1877
Luke Carrigan.....	1878	Dr. W. L. Harding.....	1878
James F. Horan.....	1879	John C. Huser	1879
Michael Ryan.....	1880	Andrew W. Leggat.....	1880
William D. Craft.....	1881	Hugh King.....	1881
<i>Third Ward.</i>		<i>Sixth Ward.</i>	
Francis F. Fellers.....	1877	John Boyd	1877
Jeremiah Rogers.....	1878	Thomas J. Nealis.....	1878
George Wolf	1879	John Van Glahn	1879
* G. W. Kellogg.....	1880	Timothy Brennan... .	1880
John A. Gilmour.....	1881	John Mitchell.....	1881

* Vice Jas. J. Thompson, resigned May 17.

<i>Seventh Ward.</i>		<i>Eleventh Ward.</i>	
NAMES.	Term Expires Jan. 1.		Term Expires Jan. 1.
David Hays.....	1877	George B. Rhoads.....	1877
Jas. W. McBarron.....	1878	Joseph Wangler.....	1878
Thaddeus Moriarty.....	1879	Samuel Cregar, M. D.....	1879
John H. Bosehen.....	1880	Edward Miehlhing.....	1880
George G. Hallock.....	1881	John C. Limbeck.....	1881
<i>Eighth Ward.</i>		<i>Twelfth Ward.</i>	
Franz Branig.....	1877	* German Hauschell.....	1877
S. G. Cook, M. D.....	1878	† R. G. Rolston.....	1878
William Cleary.....	1879	David H. Knapp.....	1879
Austin Leake.....	1880	Charles Crary.....	1880
Chas. H. Housley.....	1881	John L. Tonnele.....	1881
<i>Ninth Ward.</i>		<i>Thirteenth Ward.</i>	
Charles S. Wright.....	1877	Frederick Holsten.....	1877
Ellery Denison, M. D....	1878	Andrew J. Case.....	1878
Henry Dayton.....	1879	N. S. Roberts, M. D.....	1879
William H. Ely.....	1880	Francis Coan.....	1880
David M. Earle.....	1881	Frederick German.....	1881
<i>Tenth Ward.</i>		<i>Fourteenth Ward.</i>	
Peter Dennerlein.....	1877	Hiram V. Losea.....	1877
Alonzo Truesdell.....	1878	Henry Schmidt.....	1878
Henry R. Roome.....	1879	Henry Manron.....	1879
F. H. Weismann, M.D....	1880	William Lynch.....	1880
John Williamson.....	1881	Franklin Smith, M. D....	1881

* Vice Andrew Smith, deceased.

† Vice G. P. Hawes, resigned May 17.

Fifteenth Ward.

NAMES.	Term Expires Jan. 1.
Joseph Britton	1877
Henry A. Tailer.....	1878
John M. Knox.....	1879
Henry M. Taber.....	1880
Charles M. Earle.....	1881

Sixteenth Ward.

Matthew Bird	1877
Oscar Zollikoffer.....	1878
John DeLamater.....	1879
James Harrison.....	1880
John Castree.....	1881

Seventeenth Ward.

*Patrick K. Horgan.....	1877
Fred. C. Wagner.....	1878
Henry Merz.....	1879
R. A. Barry, M. D.....	1880
John M. Reynolds.....	1881

Eighteenth Ward.

Joseph K. O'Brien.....	1877
Henry S. Terbell... ..	1878
John F. Trow.....	1879
Francis H. Weeks.....	1880
Andrew Warner.....	1881

Nineteenth Ward.

NAMES.	Term Expires Jan. 1.
John J. Macklin .. .	1877
Jonathan O. Alston.....	1878
Ferd. T. Hopkins.....	1879
E. H. Pomeroy.....	1880
M. Thalmessinger.....	1881

Twentieth Ward.

Thomas J. Hall.....	1877
Austin Abbott.....	1878
H. D. Ranney, M. D....	1879
Thomas Maher.....	1880
Chris. F. Tietjen.....	1881

Twenty-first Ward.

Hugh Cassidy.....	1877
† E. Ellery Anderson....	1878
S. B. Vandusen.....	1879
‡ Max Herzog	1880
Jos. R. Skidmore.....	1881

Twenty-second Ward.

James R. Cuming.....	1877
Adna H. Underhill.....	1878
Walter Carter.....	1879
John Morgan	1880
Joel W. Mason.....	1881

* Vice Owen Murphy, resigned April 16.

† Vice Adam T. Sackett, resigned Dec. 20.

‡, Vice Bernard Cohen, resigned Dec. 20.

Twenty-third Ward.

NAMES.	Term Expires Jan. 1.
William Hogg.....	1877
Alonzo Carr.....	1878
John L. Burnett.....	1879
George C. Manner.....	1880
N. S. King, M. D.....	1881

Twenty-fourth Ward.

NAMES.	Term Expires Jan. 1.
Franklin Edson.....	1877
James C. Hull.....	1878
Mark K. Hamilton.....	1879
George H. Moller.....	1880
Ferdinand Meyer.....	1881

SCHEDULE No. 2.

The number of Schools in each Ward and their numerical designation.

WARDS.	GRAMMAR SCHOOLS.	PRIMARY SCHOOLS.	COLORED SCHOOLS.
1st....	29.....	15.....	.....
2d....	.....	34.....	.....
3d....	.....	37.....	.....
4th....	1.....	12, 14.....	.....
5th....	44.....	11.....	.....
6th....	23, 24.....	2, 8.....	.....
7th....	2, 12, 31.....	36.....	.....
8th....	8, 38.....	25.....	2.....
9th....	3, 16, 41.....	7, 13, 18, 24.....	.....
10th....	7, 20, 42.....	1.....	.....
11th....	15, 22, 36.....	3, 5, 31, 39.....	.....
12th....	6, 37, 39, 43, 46, 52, 54, 57, 68.....	19, 30, 32, 42.....	.....
13th....	4, 34.....	10, 20.....	.....
14th....	5, 21, 30.....	.....	1.....
15th....	10, 35, 47.....	.....	.....
16th....	11, 45, 55, 56.....	.....	4.....
17th....	13, 19, 25.....	6, 9, 22, 23, 26.....	.....
18th....	40, 50.....	4, 28, 29.....	.....
19th....	18, 27, 53, 59, 70*.....	21, 33, 35.....	.....
20th....	26, 32, 33, 48.....	27.....	.....
21st....	14, 49.....	16.....	.....
22d....	9, 17, 28, 51, 58, 69.....	17, 40, 41.....	3.....
23d....	60, 61, 62.....	43, 44.....	.....
24th....	63, 64, 65, 66, 67.....	45, 46, 47, 48.....	.....

* Building in course of erection.

SCHEDULE No. 3.

Showing the length of time the Schools have been kept open, and the Average Attendance, and the Whole Number Taught in the Schools, as appears from the Annual Returns for the year ending the thirty-first day of December, 1876.

SCHOOLS.	Number of Sessions.	Statute Average Attendance.	Actual Average Attendance.	Whole Number Taught.	Location of Schools.
<i>School No. 1—</i>					
Boys' Department .	404	292	292	568	Vandewater street, near Pearl, Fourth Ward.
Girls' " .	404	317	317	554	
Primary " .	404	506	506	1223	
<i>School No. 2—</i>					
Boys' Department .	404	342	342	667	116 Henry street, Seventh Ward.
Girls' " .	404	340	340	661	
Primary " .	404	729	729	1638	
<i>School No. 3—</i>					
Boys' Department .	403	570	571	891	Hudson street, near Grove, Ninth Ward.
Girls' " .	403	547	548	905	
Primary " .	403	729	731	1411	
<i>School No. 4—</i>					
Boys' Department .	404	368	368	735	203 Rivington st., Thirteenth Ward.
Girls' " .	404	305	305	561	
Primary " .	404	1187	1187	2384	
<i>School No. 5.—</i>					
Boys' Department .	403	146	147	303	222 Mott st., Fourteenth Ward.
Primary " .	403	393	394	867	
<i>School No. 6—</i>					
Boys' and Girls' * Department	258	88	88	228	On Randall's Island, 12th Ward.
Primary Department	395	94	96	237	
<i>School No. 7—</i>					
Boys' Department .	220	220	220	378	60 Chrystie street, Tenth Ward.
Girls' " .	220	218	218	355	
Primary " .	220	708	708	1491	
<i>School No. 8—</i>					
Boys' Department .	404	227	227	359	66 Grand st., Eighth Ward.
Girls' " .	404	187	187	334	
Primary " .	404	427	427	1058	

* Discontinued 15th April, 1876.

SCHOOLS.	Number of Sessions.	Statute Average Attendance.	Actual Average Attendance.	Whole Number Taught.	Location of Schools.
<i>School No. 9—</i>					
Boys' Department .	396	308	308	683	82d street, cor. 11th ave., Twenty-second Ward.
Girls' " .	398	243	243	430	
<i>School No. 10—</i>					
Boys' Department .	404	323	323	531	180 Wooster street, Fifteenth Ward.
Girls' " .	404	249	249	457	
Primary " .	404	513	513	1148	
<i>School No. 11—</i>					
Boys' Department .	404	278	278	547	17th street, near 8th avenue, Sixteenth Ward.
Primary " .	404	596	596	1075	
<i>School No. 12—</i>					
Boys' Department .	401	288	291	551	371 Madison street, Seventh Ward.
Girls' " .	401	280	283	503	
Primary " .	399	704	713	1633	
<i>School No. 13—</i>					
Boys' Department .	393	467	468	815	239 East Houston st., Seventeenth Ward.
Girls' " .	393	447	448	764	
Primary " .	393	914	914	1489	
<i>School No. 14—</i>					
Boys' Department .	404	559	559	938	225 East 27th street, Twenty-first Ward.
Girls' " .	404	601	601	875	
Primary " .	404	1095	1095	2589	
<i>School No. 15—</i>					
Boys' Department .	403	460	461	733	728 Fifth street, 11th Ward.
Girls' " .	402	459	461	724	
Primary " .	402	817	821	1473	
<i>School No. 16—</i>					
Boys' Department .	403	468	469	889	13th street, near 7th avenue, 9th Ward.
Primary " .	403	220	220	450	
<i>School No. 17—</i>					
Girls' Department .	404	813	813	1466	47th street, near 7th avenue, 22nd Ward.
Primary " .	404	1291	1291	2242	
<i>School No. 18—</i>					
Boys' Department .	404	489	489	824	51st street, near Lexington avenue, 19th Ward.
Girls' " .	404	475	475	750	
Primary " .	404	852	852	1707	
<i>School No. 19—</i>					
Boys' Department .	402	350	352	850	14th street, near 1st avenue, 17th Ward.
Girls' " .	402	403	405	815	
Primary " .	402	906	911	2154	
<i>School No. 20—</i>					
Boys' Department .	402	471	474	915	160 Chrystie street, Tenth Ward.
Girls' " .	403	377	378	680	
Primary " .	402	1056	1061	2027	
<i>School No. 21—</i>					
Boys' Department .	403	175	175	372	Marion street, near Prince, 14th Ward.
Girls' " .	403	191	191	414	
Primary " .	403	444	445	1075	

SCHOOLS.	Number of Sessions.	Statute Average Attendance.	Actual Average Attendance.	Whole Number Taught.	Location of Schools.
<i>School No. 22—</i>					
Boys' Department .	404	374	374	676	Stanton street, near Sheriff, 11th Ward.
Girls' " .	404	414	414	702	
Primary " .	404	885	885	1807	
<i>School No. 23—</i>					
Boys' Department .	404	214	214	412	32 City Hall Place, 6th Ward.
Girls' " .	404	160	160	326	
Primary " .	404	331	331	720	
<i>School No. 24—</i>					
Boys' Department .	404	223	223	437	68 Elm street, Sixth Ward.
Girls' " .	401	221	221	439	
Primary " .	404	305	305	600	
<i>School No. 25—</i>					
Boys' Department .	404	443	443	776	5th street, n. 1st ave., 17th Ward.
Girls' " .	404	491	491	884	
Primary " .	404	830	830	1624	
<i>School No. 26—</i>					
Boys' Department .	404	472	472	874	30th street, near 6th ave., 20th Ward.
Primary " .	404	652	652	1295	
<i>School No. 27—</i>					
Boys' Department .	404	297	297	625	42d st., near Third avenue, 19th Ward.
Girls' " .	404	282	282	528	
Primary " .	404	759	759	1746	
<i>School No. 28—</i>					
Boys' Department .	404	377	377	694	40th street, near 8th avenue, 22d Ward.
Girls' " .	404	385	385	670	
Primary " .	404	1026	1026	2146	
<i>School No. 29—</i>					
Boys' Department .	404	210	210	417	99 Greenwich street, 1st Ward.
Girls' " .	404	155	155	253	
Primary " .	404	437	437	876	
<i>School No. 30—</i>					
Girls' Department .	403	123	124	223	Baxter street, near Grand, 14th Ward.
Primary " .	402	346	348	822	
<i>School No. 31—</i>					
Boys' Department .	404	196	196	398	200 Monroe st., 7th Ward.
Primary " .	404	460	460	1070	
<i>School No. 32—</i>					
Boys' Department .	404	578	578	1058	35th street, near 9th avenue, 20th Ward.
Primary " .	404	1132	1132	2186	
<i>School No. 33—</i>					
Girls' Department .	404	510	510	809	438 West 28th street, 20th Ward.
Primary " .	404	1050	1050	2198	
<i>School No. 34—</i>					
Boys' Department .	404	376	376	673	Broome st., between Sheriff and Willet, 13th Ward.
Girls' " .	404	372	372	652	
Primary " .	403	753	753	1876	

SCHOOLS.	Number of Sessions.	Statute Average Attendance.	Actual Average Attendance.	Whole Number Taught.	Location of Schools.
<i>School No. 35—</i>					
Boys' Department .	404	932	932	1665	18th street, near 6th
Primary " .	404	511	511	1077	avenue, 15th Ward.
<i>School No. 36—</i>					
Boys' Department .	401	253	255	615	Cor. 10th street and
Girls' " .	401	237	239	491	ave. D. (temporary)
Primary, " .	401	723	728	1591	11th Ward.
<i>School No. 37—</i>					
Boys' Department .	390	380	394	749	87th street, near 4th
Girls' " .	386	341	356	627	avenue, 12th Ward.
Primary " .	344	489	574	1246	
<i>School No. 38—</i>					
Boys' Department .	404	323	323	593	Clarke street, near
Girls' " .	404	355	355	586	Broome, 8th Ward.
Primary " .	404	602	602	1361	
<i>School No. 39—</i>					
Girls' Department .	401	580	584	993	125th st., bet. 2d and
Primary " .	401	715	721	1596	3d ave's., 12th Ward
<i>School No. 40—</i>					
Boys' Department .	403	693	695	1238	23d st., bet. 2d & 3d
Primary " .	403	552	553	1111	avenues, 18th Ward
<i>School No. 41—</i>					
Girls' Senior Dep't.	403	227	228	461	Greenwich ave. opp.
" Junior " .	403	305	306	756	Charles street, 9th
Primary " .	403	545	546	1072	Ward.
<i>School No. 42—</i>					
Boys' Department .	404	492	492	846	Allen st., near Hester,
Girls' " .	404	429	429	819	10th Ward.
Primary " .	404	1502	1502	3353	
<i>School No. 43—</i>					
Boys' and Girls' Department . . .	402	104	104	173	129th street, cor. 10th
Primary Departm't	402	212	212	443	ave., 12th Ward.
<i>School No. 44—</i>					
Boys' Department .	404	389	389	727	Cor. N. Moore and
Girls' " .	404	328	328	609	Varick streets, 5th
Primary " .	403	624	627	1226	Ward.
<i>School No. 45—</i>					
Girls' Department .	404	574	574	961	24th st., bet. 7th and
Primary " .	404	693	693	1276	8th ave's, 16th Wd.
<i>School No. 46—</i>					
Boys' Department .	402	236	238	419	156th st., bet. 9th &
Girls' " .	402	228	229	356	10th avenues, 12th
<i>School No. 47—</i>					
Girls' Department .	404	675	675	1168	36 12th street, 15th
Primary " .	404	520	520	1116	Ward.

SCHOOLS.	Number of Sessions.	Statute Average Attendance	Actual Average Attendance	Whole Number Taught.	Location of Schools.
<i>School No. 48—</i>					
Girls' Department .	402	459	461	873	28th st., bet. 6th and
Primary " .	402	662	665	1475	7th avenues, 20th Ward.
<i>School No. 49—</i>					
Boys' Department .	404	579	579	1096	37th street, near 2d
Girls' " .	402	508	510	885	ave., 21st Ward.
Primary " .	404	1076	1076	2633	
<i>School No. 50—</i>					
Girls' Department .	400	468	472	833	20th street, near 3d
Primary " .	404	426	422	807	ave., 18th Ward
<i>School No. 51—</i>					
Boys' and Girls' Department.....	404	578	598	984	44th street, bet. 10th and 11th avenues, 22d Ward.
Primary Department	404	833	833	1913	
<i>School No. 52—</i>					
Boys' Department .	402	93	94	153	206th st., near Tubby Hook, 12th Ward.
<i>School No. 53—</i>					
Boys' Department .	404	537	537	930	79th street, near 3d
Girls' " .	404	526	526	899	ave., 16th Ward.
Primary " .	404	805	805	1671	
<i>School No. 54—</i>					
Boys' and Girls' Department.....	401	155	156	301	104th street, cor. 10th
Primary " .	401	213	215	357	ave., 12th Ward.
<i>School No. 55—</i>					
Boys' Department .	404	570	570	1004	140 West 20th street,
Primary " .	404	569	569	971	16th Ward.
<i>School No. 56—</i>					
Girls' Department .	404	484	484	858	West 18th street, near
Primary " .	404	753	753	1681	9th avenue, 16th Ward.
<i>School No. 57—</i>					
Boys' Department .	401	492	496	947	115th street, near 3d
Primary " .	401	890	897	1977	ave., 12th Ward.
<i>School No. 58—</i>					
Boys' Department .	404	735	735	1185	52d street, near 8th
Primary " .	404	1034	1034	2040	ave., 22d Ward.
<i>School No. 59—</i>					
Boys' Department .	404	603	603	905	57th street, near 3d
Girls' " .	404	642	643	999	ave., 19th Ward.
Primary " .	404	1143	1143	1875	
<i>School No. 60—</i>					
Boys' Department .	404	343	343	693	College ave., corner
Primary " .	404	616	616	1280	145th street, 23d Ward.
<i>School No. 61—</i>					
Boys' Department .	366	224	224	361	3d ave., bet. 169th &
Primary " .	342	335	334	694	170th st., 23d Ward.

SCHOOLS.	Number of Sessions.	Statute Average Attendance.	Actual Average Attendance.	Whole Number Taught.	Location of Schools.
<i>School No. 62—</i>					
Boys' Department .	404	256	256	475	Third avenue, near
Primary " .	404	549	549	1094	158th street, 23d Ward.
<i>School No. 63—</i>					
Boys' Department .	404	180	180	268	Corner 3d avenue and
Primary " .	404	186	186	328	173d street, 24th Ward.
<i>School No. 64—</i>					
Boys' Department .	394	159	159	264	Thomas ave., Ford-
Primary " .	394	226	226	422	ham, 24th Ward.
<i>School No. 65—</i>					
Boys' Department .	404	147	147	225	West Farms, Twenty-
Primary " .	404	196	196	359	fourth Ward.
<i>School No. 66—</i>					
Boys' Department .	404	100	100	174	Kingsbridge, Twenty-
Primary " .	404	95	95	170	fourth Ward.
<i>School No. 67—</i>					
Boys' Department .	404	43	43	97	Mosholu, Twenty-
Primary " .	404	64	64	160	fourth Ward.
<i>School No. 68—</i>					
Boys' Department .	402	350	352	680	128th street, near 6th
Girls' " .	400	253	255	632	ave., 24th Ward.
Primary " .	401	540	543	1276	
<i>School No. 69—</i>					
Boys' Department .	142	201	201	325	54th street and Sixth
Girls' " .	142	286	286	333	ave., 22d Ward.
Primary " .	148	795	795	1189	
TOTAL,		81,127	81,358	158,033	

PRIMARY SCHOOLS.

Primary Schools.	Number of Sessions.	Statute Average.	Actual Average.	Whole Number.	Location of Schools.
No. 1	403	1,321	1,324	3,026	Ludlow street, near Delancey, Tenth Ward.
2	404	245	245	560	101 Bayard street, near Baxter, Sixth Ward.
" 3	404	328	328	828	100 Cannon st., near Stanton, Eleventh Ward.
" 4	404	513	513	1,187	429 East Sixteenth street, near First ave., Eighteenth Ward.
" 5	408	784	786	1,476	4th street, near Avenue C, Eleventh Ward.
" 6	404	374	374	890	15 and 17 Third street, near Bowery, Seventeenth Ward.
" 7	403	317	318	669	274 West Tenth street, Ninth Ward.
" 8	404	404	404	975	Mott street, near Canal, Sixth Ward.
" 9	404	667	667	1,745	42 First street, Seventeenth Ward.
" 10	404	474	474	989	Cannon street, near Broome, Thirteenth Ward.
" 11	404	313	313	716	Vestry street, near Hudson, Fifth Ward.
" 12	404	321	321	706	85 Roosevelt street, Fourth Ward.
" 13	403	575	577	1,267	Downing street, near Bleecker, Ninth Ward.
" 14	404	337	337	718	Oliver street, near Oak, Fourth Ward.
" 15	404	78	78	234	3 Stone street, First Ward.
" 16	404	901	901	1,795	East 32d street, near Third avenue, Twenty-first Ward.
" 17	404	270	270	620	252 West 42d street, Twenty-second Ward.
" 18	403	205	206	465	189 Waverly place, Ninth Ward.
" 19	399	440	445	1,042	Cor. 105th street and Third avenue, Twelfth Ward.
" 20	403	706	708	1,379	Broome street, near Clinton, Thirteenth Ward.
" 21	404	554	554	1,162	Third avenue, near Forty-ninth street, Nineteenth Ward.
" 22	404	660	660	1,639	Ninth street, corner of First avenue, Seventeenth Ward.
" 23	404	274	274	674	17 St. Mark's place, Seventeenth Ward.
" 24	403	602	604	1,150	Horatio street, near Hudson, Ninth Ward.
" 25	404	344	344	660	545 Greenwich street, Eighth Ward.

Primary Schools.	Number of Sessions.	Statute Average.	Actual Average.	Whole Number.	Location of Schools.
No. 26	404	667	667	1,493	336 East Twelfth street, Seventeenth Ward.
" 27	404	634	634	1,415	37th street, near Tenth avenue, 20th Ward.
" 28	404	556	556	1,255	20th street, near Second avenue, 18th Ward.
" 29	404	465	465	943	19th street, near avenue A., 18th Ward.
" 30	395	71	72	174	Ward's Island, Twelfth Ward.
" 31	404	680	680	1,486	272 East Second street, 11th Ward.
" 32	402	66	66	140	186th street, near Kingsbridge Road, Twelfth Ward.
" 33	404	673	673	1,476	East 75th street, near 3d avenue, 19th Ward.
" 34	402	153	153	245	293 Pearl street, Second Ward.
" 35	404	613	613	1,559	First avenue, near Fifty-first street, Nineteenth Ward.
" 36	404	621	621	1,606	70 Monroe street, Seventh Ward.
" 37	404	99	99	205	67 Warren street, Third Ward.
" 39	404	389	389	815	196 Seventh street, Eleventh Ward.
" *40	278	244	399	771	Forty-ninth street and Seventh ave., Twenty-second Ward.
" 41	404	410	410	768	516 West Fifty-second street, Twenty-second Ward.
" 42	402	338	340	730	88th street, between 2d and 3d ave's., Twelfth Ward.
" 43	404	63	63	102	Highbridge avenue, 23d Ward.
" 44	404	195	195	408	Concord avenue and 145th street, 23d Ward.
" 45	404	157	157	265	Mount Hope, Twenty-fourth Ward.
" 46	404	104	104	169	Sputyen Duyvil, Twenty-fourth Ward.
" 47	404	24	24	44	Williamsbridge, Twenty-fourth Ward.
" 48	152	26	26	36	Woodlawn Heights, Twenty-fourth Ward.
Total	....	19,252	19,431	42,677	

*Discontinued May 1st, 1876.

RECAPITULATION

*Of the Average Attendance, and Whole Number Taught, by
Wards, for the year ending the 31st day of December, 1876.*

WARDS.	Statue Average.	Actual Average.	Whole Number.
First	880	880	1,780
Second	153	153	245
Third.....	99	99	205
Fourth	1,773	1,773	3,769
Fifth.....	1,654	1,657	3,278
Sixth.....	2,103	2,103	4,469
Seventh	3,960	3,975	8,730
Eighth.....	2,465	2,465	4,951
Ninth	5,310	5,324	10,386
Tenth	6,794	6,806	13,890
Eleventh.....	6,803	6,821	13,417
Twelfth	7,368	7,527	15,476
Thirteenth.....	4,541	4,545	9,248
Fourteenth.	1,818	1,824	4,076
Fifteenth.....	3,723	3,723	7,163
Sixteenth... ..	4,517	4,517	8,373
Seventeenth... ..	7,893	7,904	16,613
Eighteenth.....	3,673	3,676	7,374
Nineteenth... ..	9,250	9,250	17,665
Twentieth.....	6,149	6,154	12,183
Twenty-first.....	5,319	5,321	10,811
Twenty-second.	9,846	10,004	18,468
Twenty-third.....	2,581	2,581	5,107
Twenty-fourth.....	1,707	1,707	3,635
Totals.....	100,879	100,789	200,710

COLORED SCHOOLS.

COLORED SCHOOLS.	Number of Sessions.	Statute Average.	Actual Average.	Whole Number.	Location of Schools.
<i>Colored School No. 1—</i>					
Boys' & Girls' Dep't..	404	138	138	268	135 Mulberry street, Fourteenth Ward.
<i>Colored School No. 2—</i>					
Girls' Department...	408	56	56	114	South 5th avenue, near Broome, Eighth Ward.
Primary "	403	135	135	308	
<i>Colored School No. 3—</i>					
Boys' & Girls' Dep't..	404	109	109	202	West Forty-first street, near Eighth avenue, 22d Ward.
Primary " ..	404	212	212	474	
<i>Colored School No. 4—</i>					
Boys', Girls' & Prim'y.	404	155	155	387	Seventeenth street, near Sixth avenue, Sixteenth Ward.
Total.....	.....	805	805	1,753	

EVENING SCHOOLS.

*Average Attendance and Whole Number Taught in Evening Schools,
for the year ending the 31st day of December, 1876.*

SCHOOLS.	MALE SCHOOLS.		FEMALE SCHOOLS.	
	Average.	Whole Number.	Average.	Whole Number.
First Ward.....	134	392	....	....
Fourth "	297	861	....	....
Fifth "	394	857	....	....
Sixth " .....	....	....	258	483
Seventh " Madison street.....	209	669	....	....
Seventh " Henry street... . . . .	....	....	308	730
Eighth " .....	....	....	190	365
Ninth "	358	951	....	....
Tenth "	580	1,620	....	....
Eleventh " Stanton street.....	275	705	....	....
Eleventh " Fifth street... ..	....	....	332	616
Twelfth Ward, 87th street.....	134	557	....	....
Twelfth " Carmansville.	73	245	. .	....
Twelfth " Harlem.....	131	446	....	....
Thirteenth " .....	..	....	231	460
Fourteenth " .....	...	....	202	281
Sixteenth " .....	....	....	218	281
Seventeenth " Houston street.	603	1,651	....	....
" " Fifth street.....	284	753	....	....

SCHOOLS.	MALE SCHOOLS.		FEMALE SCHOOLS.	
	Average.	Whole Number.	Average.	Whole Number.
Seventeenth Ward, 14th street.....	....	....	248	741
Eighteenth "	451	1,133	....	....
Nineteenth " 42d street.....	347	719	....	....
" " 57th street... ..	....	....	105	286
Twentieth " 35th street	503	1,614	....	....
" " 28th street.....	....	...	205	412
Twenty-first " .....	....	....	174	394
Twenty-second " 47th street.....	409	926	....	....
Twenty-second " 40th street.....	....	....	209	498
Twenty-third " 3d ave, and 158th st...	43	869	....	....
Twenty-third " 145th street.....	....	....	54	73
Twenty-fourth " Tremont.....	60	169	....	....
Twenty-fourth " West Farms.....	45	91	....	....
Total Evening Schools (White).....	5,389	14,728	2,734	5,620
Colored Evening School, South 5th ave..	36	139	....	....
" " " 17th street.....	59	192	....	....
Total, Evening Schools, (White & Colored)	5,484	15,059	2,734	5,620

Average Attendance, Male and Female..... 8,218

Whole Number Taught..... 20,679

CORPORATE SCHOOLS.

SCHOOLS.	Number of Sessions.	Statute Average.	Actual Average.	Whole Number.
New York Orphan Asylum.....	238	177	171	223
Roman Catholic Orphan Asylum—				
Male Department.....	479	512	492	632
Female “ 	500	528	485	612
“ “ 	486	173	164	200
Protestant Half Orphan Asylum.....	503	184	168	270
House of Refuge.....	502	1,016	912	1,682
Leake & Watts' Orphan House—				
Male Department.....	457	78	78	102
Female “ 	464	54	53	65
Colored Orphan Asylum.....	476	246	238	306
American Female Guardian Society and Home Industrial School.....	470	1,471	1,440	5,982
New York Juvenile Society.....	476	641	645	1,326
House of Reception for do.....	459	112	113	796
Ladies' Home Missionary Society.....	409	320	360	672
Five Points' House of Industry.....	516	420	374	1,063
Children's Aid Society.....	470	3,139	3,522	9,785
Nursery and Child's Hospital.....	470	135	132	235
New York Society for the Relief of the Ruptured and Crippled.....	498	163	150	324
Hebrew Benevolent and Orphan Asylum Society.....	663	58	58	79
Total.....		9,427	9,555	24,354

*Average Attendance and Whole Number Taught in detail, for the year
ending the 31st day of December.*

SCHOOLS.	Average Attendance.		Whole Number Taught.	Total Attendance.		Total Whole Number Taught.
	Statute.	Actual.		Statute.	Actual.	
Grammar Schools, Boys	20,816	20,857	27,920			
“ “ Girls	17,470	17,515	40,873			
Total Grammar Scholars				38,286	38,372	68,793
Primary Departments .	42,841	42,986	89,240			
“ Schools.....	19,252	19,431	42,677			
Total Primary Scholars.....				62,093	62,417	131,917
Total Grammar and Primary Scholars.....				100,379	100,789	200,710
Colored Schools.....				805	805	1,753
Evening Schools, Male.....				5,484	5,484	15,059
“ “ Female.....				2,734	2,734	5,620
Evening High School.....				1,055	1,055	1,055
Normal College.....				1,217	1,217	2,060
Training Department of Normal College.....				719	745	1,399
Saturday Sessions of Normal College.....				504	504	600
Nautical School.....				109	109	109
Corporate Schools				9,427	9,555	24,354
Total.....				122,433	122,997	252,719

RECAPITULATION.

SCHOOLS.	AVERAGE ATTENDANCE.		Whole Number.
	Statute.	Actual.	
Grammar Schools and Primary Departments....	81,127	81,358	158,033
Primary Schools.....	19,252	19,431	42,677
Colored Schools... ..	805	805	1,753
Evening Schools.....	8,218	8,218	20,679
Evening High School.....	1,055	1,055	1,055
Normal College.....	1,217	1,217	2,060
Training Department of Normal College.....	719	745	1,399
Saturday Sessions Normal College.....	504	504	600
Nautical School.....	109	109	109
Total Ward, &c., Schools.....	113,006	113,442	228,365
New York Orphan Asylum.....	177	171	223
Roman Catholic Orphan Asylum.....	1,213	1,141	1,444
Protestant Half Orphan Asylum.....	184	168	270
House of Refuge.....	1,016	912	1,682
Leake & Watts' Orphan Asylum.....	132	131	167
Colored Orphan Asylum.....	246	238	306
American Female Guardian Society and Home Industrial School.....	1,471	1,440	5,982
New York Juvenile Asylum.....	641	645	1,326

SCHOOLS.	AVERAGE ATTENDANCE.		Whole Number.
	Statute.	Actual.	
House of Reception of New York Juvenile Asylum.	112	113	796
Ladies' Home Missionary Society	320	360	672
Five Points House of Industry.....	420	374	1,063
Children's Aid Society.....	3,139	3,522	9,785
Nursery and Child's Hospital.....	135	132	235
New York Society for the Relief of the Ruptured and Crippled.....	163	150	324
Hebrew Benevolent Orphan Asylum Society.....	58	58	79
Total.....	122,433	122,997	252,719

SCHEDULE No. 4.

Showing the expenses incurred for Teachers' and Janitors' Salaries, Books, Stationery, Fuel, Etc., in the Ward Schools, by each Ward, including the Value of Supplies from the Depository, and Repairs ordered through the Shop, for the year ending December 31st, 1876.

WARDS	Teachers' Salaries.	Janitors' Salaries.	Current Repairs by Trustees.	Current Repairs through Shop	Furniture.	Gas.	Fuel.	Books and Supplies through Depository.	Incidental Supplies.	Clean- ing Build- ings.	Printing.	Miscellaneous. Includ- ing Clerk's Salary.	Total Twelve Months.
1st.....	\$98,538 46	\$1,675 70	\$448 35	.....	4 00	\$279 32	\$1,044 30	\$1,455 83	.....	.....	.....	\$47 01	\$33,493 98
2d.....	8,663 51	1,98 00	80 31	\$1 03	.....	92 67	290 83	1,40 21	.....	.....	.....	.....	4,878 10
3d.....	2,988 87	568 00	27 07	7 75	.....	30 30	153 93	74 12	.....	.....	.....	.....	3,777 11
4th.....	41,264 64	2,614 00	570 20	25 10	13 68	317 67	1,189 95	2,099 92	19 50	84 00	.....	103 44	48,302 30
5th.....	42,297 35	2,257 00	705 55	.....	46 15	464 31	1,243 47	2,661 83	28 12	.....	30 25	100 30	49,997 98
6th.....	61,363 42	3,613 00	793 59	1 75	160 00	131 37	1,251 40	3,223 09	5 00	.....	.....	122 44	71,007 16
7th.....	94,026 43	4,670 01	1,508 82	.....	121 25	669 02	2,708 26	6,188 43	18 01	.....	71 50	225 96	111,377 77
8th.....	64,738 19	3,167 00	768 25	18 50	52 00	322 59	1,785 45	4,297 67	21 00	.....	.....	31 23	75,355 90
9th.....	119,501 82	6,642 00	1,758 90	.....	381 83	776 26	3,019 85	6,798 00	.....	10 00	81 00	400 30	139,279 93
10th.....	139,298 83	5,447 00	3,013 73	10 65	104 40	.....	3,396 55	8,951 24	.....	.....	.....	.....	161,398 58
11th.....	150,543 00	7,226 00	3,539 31	.....	.....	773 41	3,087 36	11,535 92	45 30	.....	.....	.....	173,963 84
12th.....	187,940 17	11,808 34	2,931 01	2 00	.....	654 72	2,533 91	7,237 69	.....	.....	.....	.....	211,822 47
13th.....	95,480 72	4,829 00	2,304 69	.....	77 00	414 72	1,533 00	5,733 82	.....	.....	.....	.....	111,327 90
14th.....	51,272 52	3,918 00	730 85	29 56	51 01	288 12	1,838 13	5,733 82	.....	.....	.....	.....	63,030 03
15th.....	91,375 16	3,915 00	1,504 92	9 00	111 13	1,560 20	2,636 22	7,337 45	.....	.....	.....	.....	110,708 94
16th.....	104,707 81	5,635 00	1,719 39	41 31	31 73	.....	2,961 53	7,339 63	.....	.....	.....	.....	133,187 59
17th.....	163,298 31	8,764 40	3,431 31	42 15	564 42	1,327 65	5,713 83	11,349 43	.....	.....	.....	.....	181,046 23
18th.....	187,400 22	5,416 00	1,923 02	31 15	9 00	777 25	4,661 93	15,106 97	.....	.....	.....	.....	202,373 75
19th.....	198,705 59	8,911 08	3,577 53	31 44	697 51	1,707 79	4,661 93	15,106 97	.....	.....	.....	.....	231,045 71
20th.....	138,569 19	6,508 00	3,078 27	.....	84 11	1,070 47	4,193 47	7,717 56	.....	.....	.....	.....	140,719 33
21st.....	113,290 02	6,738 94	3,050 48	130 13	90 5	1,177 65	2,932 63	8,851 19	.....	.....	.....	.....	132,444 31
22d.....	192,768 73	8,723 00	3,881 78	117 01	160 8	872 50	5,320 23	16,022 50	.....	.....	.....	.....	226,679 16
23d.....	59,633 31	7,673 91	969 64	18 00	25 00	107 95	1,111 30	3,445 50	.....	.....	.....	.....	70,130 81
24th.....	54,930 72	7,231 83	1,033 87	.....	11 80	237 05	2,181 31	3,181 41	.....	.....	.....	.....	67,165 27
Total..	\$2,274,281 69	\$122,061 63	\$44,259 03	\$508 01	2,801 04	13,146 01	163,803 35	\$148,421 53	\$467 65	261 10	\$1,110 35	\$6,083 21	\$2,677,199 65

SCHEDULE No. 5.

Showing the amount of money paid in each Ward for Rents, New Buildings, Heating Apparatus, and Repairs, &c., by special appropriations for the year ending December 31st, 1876.

Wards.	Pianos.	Rents.	New Buildings.	Alterations.	Heating.	Furnishing.	Repairing.	Total Twelve Months.
1st.....	.....	2,400 00	.....	.....	.....	.....	514 00	2,914 00
2d.....	.....	.....	.....	.....	.....	.....	355 00	355 00
3d.....	.....	2,400 00	.....	.....	.....	.....	655 47	3,055 47
4th.....	.....	.....	.....	.....	.....	1,208 00	1,402 68	2,610 68
5th.....	.....	.....	.....	.....	.....	698 00	2,047 44	2,745 44
6th.....	.....	3,160 88	.....	.....	.....	798 00	2,342 28	6,301 16
7th.....	985 00	.....	.....	.....	5,846 72	.....	9,162 98	15,994 70
8th.....	.....	450 00	.....	.....	.....	547 00	833 16	1,850 16
9th.....	1,245 00	.....	.....	.....	.....	244 57	1,866 77	3,356 34
10th.....	.....	.....	.....	26,488 71	4,535 00	5,199 00	4,409 90	40,632 61
11th.....	.....	8,917 17	.....	.....	6,500 00	4,450 00	3,650 39	23,517 56
12th.....	.....	6,300 00	.....	23,900 00	4,000 00	2,300 00	4,781 49	47,181 49
13th.....	.....	2,900 00	.....	.....	2,693 00	1,723 50	3,912 26	11,228 76
14th.....	.....	.....	.....	.....	.....	.....	2,170 08	2,170 08
15th.....	.....	.....	.....	.....	1,133 00	497 00	2,450 56	4,080 56
16th.....	.....	.....	.....	.....	.....	.....	1,439 50	1,439 50
17th.....	600 00	3,766 67	.....	.....	8,133 00	6,649 05	11,529 76	30,677 48
18th.....	500 00	.....	.....	.....	138 90	753 90	3,590 10	4,982 90
19th.....	530 00	12,400 00	14,500 00	852 00	196 99	1,280 86	1,603 29	31,370 64
20th.....	.....	.....	.....	1,056 13	.....	.....	453 05	1,509 18
21st.....	.....	.....	.....	.....	1,150 00	.....	.....	1,150 00
22d.....	1,030 00	7,550 00	.....	8,459 75	6,870 00	9,396 00	1,748 50	35,054 25
23d.....	.....	1,900 00	.....	13,599 40	5,714 00	4,863 00	1,080 43	26,156 83
24th.....	.....	379 16	.....	.....	652 08	.....	2,447 02	3,478 26
Totals	4,890 00	52,423 88	14,500 00	79,355 99	47,561 69	40,613 38	64,468 11	\$808,813 05

SCHEDULE NO. 6.

Showing the amount expended for the incidental and special repairs, &c., through the Shop, for the year ending December 31, 1876.

WARD.	SCHOOL.	AMOUNT PER SCHOOL.	AMOUNT PER WARD.
2.....	Primary School No. 34.....	\$11 39	\$11 39
3.....	" " " 37.....	7 75	7 75
4.....	Grammar " " 1.....	26 10	26 10
6.....	" " " 24.....	1 75	1 75
8.....	" " " 38.....	18 50	18 50
10.....	" " " 7.....	10 65	10 65
11.....	" " " 36.....	2 00	2 00
13.....	" " " 4.....	3 00	3 00
14.....	" " " 5.....	9 54	
	" " " 21.....	5 12	
	" " " 30.....	11 90	26 56
15.....	" " " 10.....	5 50	
	" " " 47.....	3 50	9 00
16.....	" " " 45.....	41 34	41 34
17.....	" " " 19.....	42 15	42 15
18.....	" " " 50.....	31 00	31 00
19.....	" " " 53.....	7 73	
	" " " 59.....	23 71	
21.....	Primary " " 21.....	83 84	115 28
	Grammar " " 14.....	10 00	
	" " " 49.....	110 13	120 13
22.....	" " " 9.....	30 97	
	" " " 28.....	68 76	
	" " " 58.....	17 28	117 01
23.....	" " " 61.....	3 00	
	" " " 62.....	10 00	
	Primary " " 44.....	5 00	18 00
			\$601 61
Evening Schools.....			111 87
Hall of the Board.....			93 49
Colored Schools.....			232 70
Normal College.....			52 72
Training Department.....			112 65
Total.....			\$1,205 04

SCHEDULE NO. 7.

Showing the statute average attendance by Wards and the amount apportioned in each Ward and to the Normal, Nautical and Colored Schools, and to the several Corporate Schools.

WARDS.	SCHOOLS IN EACH WYRD.	Average.	Amount Apportioned.
First.....	Grammar School No. 29, and Primary School No. 15.	700	\$8,153 60
Second.....	Primary School No. 34.....	140	1,630 74
Third.....	Primary School No. 37.....	78	908 54
Fourth.....	Grammar School No. 1, and Primary Schools Nos. 12 and 14.....	1,470	17,122 56
Fifth.....	Grammar School No. 44, and Primary School No. 11.....	1,456	16,959 49
Sixth.....	Grammar Schools Nos. 23 and 24 and Primary Schools Nos. 2 and 8.....	1,796	20,919 80
Seventh.....	Grammar Schools Nos. 2, 12 and 31, and Primary School No. 36.....	3,208	37,366 78
Eighth.....	Grammar Schools Nos. 8 and 38, and Primary School No. 25.....	1,990	23,179 52
Ninth.....	Grammar Schools Nos. 3, 16 and 41, and Primary Schools Nos. 7, 13, 18 and 24.	4,656	54,223 08
Tenth.....	Grammar Schools Nos. 7, 20 and 42, and Primary School No. 1.....	6,059	70,575 23
Eleventh.....	Grammar Schools Nos. 15, 22 and 36, and Primary Schools Nos. 3, 5, 31 and 39.	5,879	68,478 59
Twelfth.....	Grammar Schools Nos. 6, 37, 39, 43, 46, 52, 54, 57 and 68, and Primary Schools Nos. 19, 30, 32 and 42.....	7,102	82,724 09
Thirteenth ..	Grammar Schools Nos. 4 and 34, and Primary Schools Nos. 10 and 20	3,926	45,730 05
Fourteenth. .	Grammar Schools Nos 5, 21 and 30.....	1,505	17,530 24
Fifteenth.....	Grammar Schools Nos. 10, 35 and 47,....	3,254	37,902 59
Sixteenth.....	Grammar Schools Nos. 11, 45, 55 and 56.	3,803	44,297 34
Seventeenth..	Grammar Schools Nos. 13, 19 and 25, and Primary Schools Nos. 6, 9, 22, 23 and 26.....	6,678	77,785 34

WARDS.	SCHOOLS IN EACH WARD.	Average.	Amount Apportioned.
Eighteenth....	Grammar Schools Nos. 40 and 50, and Primary Schools Nos. 4, 28 and 29. . .	3,269	\$38,077 33
Nineteenth....	Grammar Schools Nos. 18, 27, 53 and 59, and Primary Schools Nos. 21, 33 and 35... ..	7,711	89,817 72
Twentieth....	Grammar Schools Nos. 26, 32, 33 and 48, and Primary School No. 27.....	5,358	62,409 98
Twenty-first...	Grammar Schools Nos. 14 and 49, and Primary School No. 16.. ..	4,605	53,639 04
Twenty-second	Grammar Schools Nos. 9, 17, 28, 51 and 58, and Primary Schools Nos. 17, 40 and 41.....	7,503	87,394 95
Twenty-third .	Grammar Schools Nos. 60, 61 and 62, and Primary Schools Nos. 43 and 44.....	2,227	25,940 10
Twenty-fourth	Grammar Schools Nos. 63, 64, 65, 66 and 67, and Primary Schools Nos. 45, 46, and 47... ..	1,447	16,854 66
		85,820	999,631 36
	Normal Schools	1,840	21,432 32
	Nautical School	100	1,164 80
	Colored Schools.....	757	8,817 54
	Total.....	88,517	1,031,046 02

81
CORPORATE SCHOOLS.

NAME.	Average.	Amount Apportioned.
The New York Orphan Asylum School. Act passed 3d July, 1851, page 36 Manual Bd. of Ed.....	159	\$1,853 04
The Roman Catholic Orphan Asylum School. Act passed 3d July, 1851, page 36 Manual Bd. of Ed.....	1,161	13,523 32
The Schools of the two Half-Orphan Asylums. Act passed 3d July, 1851, page 37 Manual Bd. of Ed...	196	2,284 15
The School of the Society for the Reformation of Juvenile Delinquents in the City of New York. Amended Act of July, 1851, page 37 Manual Board of Ed.	877	10,216 30
The School for the Leake and Watts Orphan House. Act of 3d July, 1851, page 37 Manual Bd. of Ed.-...	122	1,422 04
The School of the Association for the Benefit of Colored Orphans. Act of 3d July, 1851, page 37 Manual of Bd. of Ed.....	251	2,924 64
The Schools of the American Female Guardian Society. Act passed 3d July, 1851, page 37 Manual Bd. of Ed.	1,316	15,329 76
The Schools established and maintained by the New York Juvenile Asylum. Act passed June, 1851, page 57 Manual Bd. of Ed.....	579	6,745 26
House of Reception of New York Juvenile Delinquents. Act passed June, 1851, page 57 Manual Bd. of Ed..	96	1,119 20
The School established and maintained by the Ladies' Home Missionary Society of the Methodist Episcopal Church. Act passed April, 1855, page 56 Manual Bd. of Ed.....	354	4,125 39
The School established and maintained by the Five Points House of Industry. Act passed April, 1855, page 56 Manual of the Bd. of Ed.....	391	4,555 36
The Industrial Schools established and maintained under the charge of the Children's Aid Society. Act passed April, 1863, page 56, Manual Bd. of Ed.....	3,176	36,995 04
The Schools established and maintained by the 'New York Society for the Relief of the Ruptured and Crippled. Chapter 835 of Laws of 1872.....	179	2,087 00
The School, including the country branch thereof, established and maintained under the charge of the Nursery and Child's Hospital. Chapter 650, Laws, 1866. Amended, chap. 366, Laws of 1865. Amended Act passed June 23, 1874, chapter 643... ..	77	899 90
	8934	\$104,080 40

RECAPITULATION.

NAME.	Average.	Amount Apportioned.
Ward Schools.....	85,820	\$999,631 36
Normal Schools.....	1,840	21,432 32
Nautical School... ..	100	1,164 80
Colored Schools.....	757	8,817 54
Corporate Schools.....	8,984	104,080 40
Totals	97,451	\$1,135,126 42

SCHEDULE No. 8.

REPORT OF THE FINANCE COMMITTEE

To the Board of Education :

The Finance Committee submit herewith the statement, as prepared by the Auditor, of the financial operations of the Board for the year 1876.

The total expense, excluding the sums paid to the Corporate Schools, and for sites, buildings, alterations, furniture, and special repairs, and the liabilities for these objects, was \$3,158,967, as against the sum expended in 1875, for the same purposes, of \$3,122,996.

All the appropriations and expenditures have been kept within the specific amounts named by the Board of Apportionment in their provision for the year.

The payments for salaries for 1876, including those for the Evening Schools for December, amount to \$2,708,134; the aggregate for the same for 1875, was \$2,668,016; the difference is the additional cost for teachers in the schools organized this year, and for those teachers required by the increase in the attendance of pupils.

Respectfully submitted,

WILLIAM DOWD,
J. D. VERMILYE,
EUGENE KELLY,
EDWARD SCHELL,
R. G. BEARDSLEE, }

*Finance
Committee.*

NEW YORK, Jan. 24th, 1877.

FINANCIAL STATEMENT

Of the Board of Education for the year 1876, embracing the transactions during this year for account of the years 1874 and 1875.

RESOURCES.

Balance for account of 1874, with the Comptroller per last report.....	\$144,330 04	
Amount from the special fund for the organization of the Nautical School, (Act of 1873).....	1,115 51	\$145,445 55
<hr/>		
Balance for account of 1875, with the Comptroller, per last report.....	281,905 18	
Less amount transferred by Board of Estimate and apportionment to fund for 1876.....	\$100,000	
Relinquished by this Board to Board of Estimate and apportionment.....	\$20,000 120,000 00	161,905 18
<hr/>		
Amount apportioned for "Public Instruction" by Board of Estimate and Apportionment for 1876.....	3,653,000 00	
Amount transferred from fund of 1875, by Board of Estimate and Apportionment, for new buildings, &c	100,000 00	3,753,000 00
<hr/>		
Total resources.....		\$4,060,350 73

PAYMENTS

BY VOUCHERS SENT THE COMPTROLLER.

For account of 1874, viz: Payments on Contracts, Special appropriations, Building on West 54th Street, etc.....	\$50,416 00	
Fuel.....	33 50	
Incidental expenses of the Ward Schools.....	58 68	
Incidental expenses of the Board of Education.....	1,047 85	
Incidental expenses of the Normal College.....	109 50	\$51,665 53
<hr/>		
From fund for the organization of the Nautical School.....		1,115 51

For account of 1875—viz : Payments on Contracts, &c.

Special appropriations, Buildings, &c.....	110,167 93	
Compulsory Education.....	38 00	
Support of Nautical School.....	1,665 52	
Salaries of Teachers in Ward Schools, balances due....	615 18	
Salaries of Janitors in Ward Schools.....	90 00	
Salaries of Tutors, &c., in Normal College.....	75 00	
Salaries of Teachers and Janitors in Evening Schools, for December.....	19,510 74	
Salaries of Teachers in Colored Evening Schools for December.....	293 25	
Incidental expenses of Ward Schools.....	2,856 29	
Incidental expenses of Board of Education.....	3,170 20	
Fuel	250 99	
Gas account.....	2,732 45	
Workshop—wages.....	949 53	
Piano	385 00	
Incidental expenses of the Normal College.....	467 59	
Incidental expenses of Evening Schools.....	171 80	
Incidental expenses of Colored Schools.....	76 89	
		<hr/>
		\$143,516 36
For account of 1876, viz. :		
Compulsory Education.....	\$19,593 23	
Support of Nautical School.....	23,675 63	
Incidental expenses of Ward Schools.....	55,958 39	
Expenses of Board of Education, Printing, Advertising, Stationery, Surveying, Postage, deliveries of supplies to the Schools, etc.....	20,102 15	
Fuel for all the Schools and Hall of Board.....	68,861 13	
Gas for all the Schools and Hall of Board.....	13,825 85	
Workshop, wages of Foreman, Assistant Superintendent, etc., and materials.....	2,935 00	
Pianos for Ward Schools.....	4,890 00	
Supplies, of Books, Maps, Slates and Stationery, for all the Schools.....	163,514 58	

Rents of School premises.....	52,423	88	
Incidental expenses of the Normal College, chemicals, apparatus, printing, trees, plants, care of grounds, etc.....	4,523	91	
Incidental expenses of Evening Schools, printing and repairs and supplies.....	1,392	14	
Incidental expenses of Colored Schools, printing and repairs and supplies.....	403	43	
Salaries of Teachers in Ward Schools.....	2,274,281	69	
Salaries of Janitors in Ward Schools.....	122,061	63	
Salaries of Professors, Tutors and Janitors in Normal College and School.....	89,039	97	
Salaries of Teachers and Janitors in Evening Schools...	87,457	96	
Salaries of Teachers and Janitors in Colored Schools...	38,097	68	
Salaries of employees of the Board of Education, Super- intendents, etc.....	78,771	15	
Special Appropriation, payments on contracts, etc., viz :			
New buildings on account.....	\$14,500	00	
Sites.....	23,500	00	
Alteration of buildings.....	78,188	11	
Repairs to buildings.....	62,597	21	
Heating apparatus, and repairs of.....	50,255	96	
Furniture and repairs of.....	47,370	59	
	276,411	87	
Corporate Schools.....	104,080	40	3,502,301 67
Total Payments.....			<u>\$3,698,599 07</u>

Leaving available for Liabilities.

Balance for account of 1874.....	\$92,664	51	
Balance for account of 1875.....	18,388	82	
Balance for account of 1876.....	250,698	33	
Total balances with Comptroller.....			<u>\$361,751 66</u>

LIABILITIES.

On account of Special Appropriations in 1875.....	\$8,734 92	\$8,734 92
On account of 1876, viz :		
For Special Appropriations, buildings, furniture, etc...	166,308 17	
For salaries of Evening Schools for December.....	17,331 00	
For salaries of Colored Evening Schools for December,	293 00	
For salaries of Teachers and Janitors in Ward Schools estimated.....	800 00	
For incidentals of Ward Schools.....	3,829 00	
For incidentals of the Board of Education, estimated..	3,500 00	
For support of Nautical School of the Board of Educa- tion, estimated.....	3,200 00	
For gas and fuel of the Board of Education, esti- mated.....	2,700 00	
For rents and taxes due.....	4,200 00	
For expenses Normal and Evening Schools.....	900 00	
For shop account.....	400 00	203,461 17
Total liabilities.....		<u>\$212,196 09</u>
December 30th, 1876.		

Statement of Special Appropriations for Account of 1874.

Balance per last report, 31 December, 1875, liabilities..	50,397 00	
Amount transferred, not required (17th Wd roofs.)....	31 00	
		<u>\$50,366 00</u>
Payments on account of appropriations.	50,416 00	
Less to general account	50 00	<u>\$50,366 00</u>

Statement of Special Appropriations and Reserve Fund for 1875 Account.

Balance per last report—Liabilities December 31, 1875.	142,302 79	
Appropriated since by the Board.....	4,600 06	
		<u>\$146,902 85</u>

Rescinded by the Board—amount for site on W. 56th street.	28,000 00
	<hr/>
	118,902 85
Payments on account of these appropriations as per general statement.	110,167 93
	<hr/>
Balance of liabilities.....	\$8,734 92

RESERVE FUND, 1875, FOR SPECIAL APPROPRIATIONS.

Balance as reported 31st December, 1875.....	8,683 22
Amount since rescinded to the credit of the fund per Journal, p. 464	28,000 00
	<hr/>
	36,683 22
Less amount since appropriated.....	4,600 06
	<hr/>
Balance unappropriated.....	<u><u>\$32,083 16</u></u>

STATEMENT OF SPECIAL APPROPRIATIONS.

Made by the Board in 1876, for Building, Heating Apparatus, Furniture and Repairs of the same, and of the Fund "set apart and reserved" for these purposes.

Amount reserved 2d February.....	350,000 00
Amount transferred from 1875, by the Board of Estimate and Apportionment to 1876 account..	100,000 00
	<hr/>
	450,000 00
From this sum the Board appropriated for deficiency in the sum apportioned to the Corporate Schools	1,080 40
For incidental repairs, &c., by the Ward Trustees, for deficient allowances.....	787 45
	<hr/>
	1,867 85
	<hr/>
Leaving for Buildings, etc.....	<u><u>\$448,132 15</u></u>

APPROPRIATIONS.

Altering Grammar School No. 7, 10th Ward.....	33,599 00
Furnishing Grammar School No. 7, 10th Ward ...	2,650 00
Extra work Grammar School No. 7, 10th Ward....	573 71
Altering Grammar School No. 37, in 12th Ward }	48,421 00
And Furniture and Heating Apparatus..... }	2,150 00
Altering, &c., Grammar School No. 61, 23d Ward	18,032 40
Erecting Grammar School No. 70, in 19th Ward...	65,157 00
Site on W. 58th Street, in 22d Ward.....	23,500 00
Site on E. 125th Street, in 12th Ward.....	9,000 00
Erecting of Primary School Building, on W. 58th Street, 22d Ward	53,835 00
Repairs, general in all Wards ..	95,426 50
Altering Grammar School No. 63, in 24th Ward....	25,115 00
Heating apparatus Grammar School No. 36, 11th Ward.....	9,250 00
Furniture Grammar School No. 36, in 11th Ward..	8,235 00
Heating apparatus in Grammar School 69, in 22d Ward.....	6,870 00
Furniture Grammar School 69, in 22d Ward.....	8,213 00
Altering, Furniture, &c., Grammar School 9, in 22d Ward.....	9,343 00
Furniture and repairs of, in Grammar School 60, 23d Ward.....	5,246 00
Heating apparatus Grammar School 60, 23d Ward	4,312 00
Sundry repairs to Heating Apparatus and Furniture in Ward Schools...	3,932 13
Sundry repairs to Ward School Buildings, by sun- dry appropriations.....	9,859 30

\$442,720 04

Balance unappropriated....

\$5,412 11

Reserve Fund, as stated above.....	\$450,000 00
Amount appropriated for Corporate Schools and Ward Incidentals.....	1,867 85
	<u>\$448,132 15</u>
Paid on Special appropriations as per general state- ment	\$276,411 87
For liabilities on contracts, &c..... }	<u>\$171,720 28</u>
And unappropriated..\$166,308 17..\$5,412 11 }	

STATEMENT OF SPECIAL ACCOUNTS.

*Fund for the Establishment and Organization of a Nautical School, per act of
April 24, 1873.*

Balance per last report, December, 1875.....	38,423 44
Paid since by vouchers sent the Comptroller.....	1,115 51
	<u>Balance of Fund available.....</u>
	<u>\$37,307 93</u>

Public School Building Fund Stock, per act April 25th, 1871.

Balance as per last report	<u>\$30,281 97</u>
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NORMAL COLLEGE BUILDING FUND.

Balance as per last report.....	<u>\$13,054 22</u>
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December 30, 1876.

SCHEDULE No. 9.

Showing the expenses incurred in the Evening Schools for Salaries, Supplies through Depository, Repairs, Gas Fitting, Repairs through Shop, etc., for the year ending December 31, 1876.

Salaries of Teachers and Janitors.....	\$87,457 96
Miscellaneous, including repairs.....	441 48
Repairs through shop.....	111 87
Supplies by Trustees.....	86 50
Books, Maps, etc., through Depository.....	8,747 53
Printing	318 99
Furniture	150 00
Gas Fitting.....	282 30
Total.....	<u>\$97,596 63</u>

Showing the expenses incurred in the Colored Schools for Salaries, Supplies through Depository, Repairs through Shop, Miscellaneous Repairs, Fuel, Gas, etc.

Salaries of Teachers and Janitors.....	\$38,097 68
Repairs.....	\$1,533 98
Incidental Supplies.....	8 50
Gas	175 22
Fuel.....	1,154 90
Cleaning.....	99 45
Miscellaneous.....	105 68
Repairs through shop.....	158 10
Supplies through Depository.....	1,460 52
Total.....	<u>\$42,794 03</u>

SCHEDULE No. 10.

*Showing Payments for Salaries of Teachers and Janitors for Grammar and Primary Schools,
and the Clerks of Boards of Trustees, by Wards, in 1876.*

WARDS.	CLERKS' SALARIES.	REGULAR.	SPECIAL.	TOTAL TEACHERS.	JANITORS.	TOTAL.
First.....	\$47 01	\$27,565 23	\$973 23	\$28,538 46	\$1,676 00	\$30,214 47
Second.....	.....	3,663 51	.....	3,663 51	598 00	4,261 51
Third.....	.....	2,799 71	89 14	2,888 85	598 00	3,486 85
Fourth.....	103 44	39,993 45	1,271 19	41,264 64	2,614 00	43,878 64
Fifth.....	100 20	41,723 02	574 33	42,297 35	2,257 00	44,554 35
Sixth.....	122 44	59,878 98	1,484 44	61,363 42	3,613 00	65,000 42
Seventh.....	222 96	92,972 25	1,954 18	94,926 43	4,650 00	99,799 43
Eighth.....	145 20	63,198 38	1,529 81	64,728 19	3,167 00	67,895 19
Ninth.....	320 32	118,556 27	945 25	119,501 52	6,642 00	126,143 52
Tenth.....	409 20	136,769 12	2,499 70	139,268 82	5,447 00	144,715 82
Eleventh.....	411 88	147,791 80	2,751 37	150,543 17	7,226 00	157,769 17
Twelfth.....	474 68	183,464 78	4,475 22	187,940 00	11,808 34	199,748 34
Thirteenth.....	266 60	93,924 97	2,214 75	96,139 72	4,839 00	100,978 72
Fourteenth.....	102 53	52,349 33	1,923 19	54,272 52	3,318 00	57,590 52
Fifteenth.....	222 60	88,678 49	4,691 69	93,370 18	3,845 00	97,215 18
Sixteenth.....	260 04	102,230 75	2,477 07	104,707 82	5,425 00	110,132 82
Seventeenth.....	466 36	160,626 11	2,662 20	163,288 31	8,764 40	172,052 71
Eighteenth.....	222 80	85,633 39	766 84	86,400 23	5,416 00	91,816 23
Nineteenth.....	529 30	193,452 60	5,263 99	198,716 59	8,201 08	206,917 67
Twentieth.....	367 16	121,178 56	2,420 62	123,599 18	6,508 00	130,107 18
Twenty-first.....	312 24	109,427 44	2,792 58	112,220 02	4,786 99	117,006 99
Twenty-second.....	516 73	188,283 96	4,454 77	192,738 73	8,730 00	201,468 73
Twenty-third.....	154 52	58,156 77	1,496 54	59,653 31	4,679 99	64,333 30
Twenty-fourth.....	300 00	51,124 82	1,795 90	52,920 72	7,251 83	60,172 55
Totals.....	\$6,078 21	\$2,222,743 69	\$51,538 00	\$2,274,281 69	\$122,061 63	\$2,396,343 32

SCHEDULE No. 11.

Containing Location, Size of Lot, Size, Date of Erection of each School Building, and estimated value.

No.	Location.	Size of Lot.	Value of Lots.	Size of Main Building.	No. of Stories.	No. of Wings.	Size of Wings.	Value of Buildings.	Date of Erection.	Altered or Rebuilt.
1	Vandewater street, near Pearl...	75 by 97 $\frac{1}{4}$ feet	\$30,000	45 by 91 feet.	4	4	15 by 26 feet...	\$70,000	1873	{ 1885
2	Henry street, near Pike	75 by 100 "	30,000	43 by 94 "	3	4	16 $\frac{1}{2}$ by 25 "	80,000	1886	{ 1874
3	Hudson street, near Grove.....	71 by { 110 "	35,000	48 by 116 "	4	{ 1 23 by 30 $\frac{1}{2}$ "	{ 23 by 30 $\frac{1}{2}$ "	100,000	1881	1890
4	Rivington street, near Ridge....	{ 75 by 100 "	{ 32,000	45 by 100 "	4	{ 1 9 by 20 "	{ 9 by 20 "	90,000	1819	1884
5	Mott street, near Prince.....	75 by 65 "	18,000	45 by 90 "	3	4	15 by 33 "	55,000	1822	{ 1855
6	Randall's Island.....	75 by 100 "		45 by 105 "	2	2	8 by 14 "		1888	{ 1888
7	Chrystie street, near Hester..	{ 75 by 100 "	{ 35,000	40 by 94 "	3	1	23 by 40 "	50,000	1836	{ 1868
8	Grand street, near Wooster....	75 by 100 "	45,000	45 by 94 "	4	1	12 by 20 "	70,000	1836	{ 1868
9	82d street, corner 11th avenue..	100 by 100 "	19,000	81 by 96 "	2	4	15 by 26 "	90,000	1880	{ 1876
10	Wooster street, near Bleeker..	75 by 100 "	45,000	43 by 91 "	4	2	16 by 32 "	70,000	1833	1859
11	17th street, near 8th avenue....	100 by 100 "	40,000	50 by 100 "	4	2	16 by 36 "	100,000	1823	1854
12	Madison street, near Jackson...	100 by 95 "	40,000	42 by 85 "	3	4	25 by 25 "	80,000	1834	{ 1856
13	Houston street, near Norfolk...	100 by 100 "	50,000	50 by 95 "	4	4	29 by 25 "	100,000	1833	{ 1868
14	27th street, near 3d avenue.....	125 by 99 $\frac{1}{4}$ "	68,00	{ 55 by 128 "	4	2	25 by 25 "	140,000	1849	1869
	On 28th street.....	100 by 99 $\frac{1}{4}$ "		{ 55 by 99 "	2	2	25 by 41 "			

SCHEDULE No. 10.

Showing Payments for Salaries of Teachers and Janitors for Grammar and Primary Schools, and the Clerks of Boards of Trustees, by Wards, in 1876.

WARDS.	CLERKS' SALARIES.	REGULAR.	SPECIAL.	TOTAL TEACHERS.	JANITORS.	TOTAL.
First.....	\$47 01	\$27,565 23	8073 23	825,538 46	\$1,676 00	\$30,261 47
Second.....	.....	3,663 51	.....	3,663 51	598 00	4,261 51
Third.....	.....	2,799 71	89 14	2,888 85	598 00	3,486 85
Fourth.....	103 44	39,983 45	1,271 19	41,254 64	2,614 00	43,868 08
Fifth.....	100 20	41,723 02	1,574 33	42,297 35	2,257 00	44,554 35
Sixth.....	122 44	59,878 98	1,484 44	61,363 42	3,613 00	65,098 86
Seventh.....	222 96	92,972 25	1,954 18	94,926 43	4,650 00	99,799 39
Eighth.....	145 20	63,196 38	1,529 81	64,726 19	3,167 00	68,040 39
Ninth.....	320 32	118,556 27	945 25	119,501 52	6,642 00	126,463 84
Tenth.....	409 20	136,769 12	2,499 70	139,268 82	5,447 00	145,125 02
Eleventh.....	411 88	147,791 80	2,751 37	150,543 17	7,226 00	158,181 05
Twelfth.....	474 68	183,464 78	2,475 22	185,940 00	11,808 34	200,223 02
Thirteenth.....	266 60	93,224 97	2,214 75	95,439 72	4,839 00	100,545 32
Fourteenth.....	102 53	52,349 33	1,923 19	54,272 52	3,318 00	57,693 05
Fifteenth.....	222 60	88,678 49	4,691 69	93,370 18	3,845 00	97,437 78
Sixteenth.....	260 04	102,220 75	2,477 07	104,707 82	5,425 00	110,392 86
Seventeenth.....	466 36	160,698 11	2,662 20	163,360 31	8,764 40	172,519 07
Eighteenth.....	222 80	86,633 30	766 84	87,400 23	5,416 00	92,039 03
Nineteenth.....	529 30	193,462 60	5,263 99	198,716 59	8,201 08	207,446 97
Twentieth.....	367 10	121,178 66	2,420 62	123,599 18	6,508 00	130,474 34
Twenty-first.....	312 24	109,427 44	2,792 58	112,220 02	4,786 99	117,819 25
Twenty-second.....	516 73	188,283 96	4,494 77	192,778 73	8,730 00	202,015 46
Twenty-third.....	154 52	68,156 77	1,496 54	69,653 31	4,679 99	74,487 82
Twenty-fourth.....	300 00	51,124 82	1,795 90	52,920 72	7,251 83	60,472 55
Total.....		\$222,713 69	\$51,538 00	\$2,274,261 69	\$122,061 63	\$2,402,421 53

35 13th st., near Sixth ave.....	87	by 103	"	60,000	49	by 87	"	4	2	19	by 30	1847	1861
36 9th st., near Avenue C.....	100	by 100	"	40,000	50	by 95	"	4	1	15	by 27	1847	{ 1855 1868
37 87th st., near 4th ave.....	100%	by 100	"	24,000	48	by 88	"	4	2	25	by 36	1847	{ 1876 1876
38 Clarke st., near Broome.....	100	by 90	"	44,000	50	by 90	"	4	2	8	by 16	1853	{ 1861 1870
39 125th st., near 2d ave.....	100	by 92 1/2	"	32,000	50	by 85	"	3	2	13	by 33	1847	{ 1858 1875
40 23d st., near 2d ave.....	97%	by 98 1/2	"	56,000	50	by 85	"	3	2	12 1/2	by 27	1847	{ 1858 1875
41 { Greenwich avenue, opposite Charles street.....	75	by 119	"	80,000	48	by 98 1/2	"	4	2	37 1/2	by 25	1849	{ 1856 1869
42 { Allen street, near Hester... Branch.....	98	by 76	"	50,000	44	by 76	"	4	1	96	by 48	1851	{ 1857 1868
43 10th ave., cor. 129th st.....	200	by 92 1/2	"	32,000	45	by 70	"	3	1	10	by 34	1851	{ 1857 1868
44 { North Moore st., cor. Varick. W. B-way, near Franklin st.	87 1/2	by 75	"	62,000	47	by 80	"	4	4	34 1/2	by 47 1/2	1851	{ 1857 1868
45 24th st., [near 7th ave.....	125	by 98 1/2	"	36,000	50	by 95	"	4	4	50	by 87	1851	{ 1857 1868
46 156th st., near 10th ave.....	100%	by 100	"	40,000	53	by 90	"	2	4	18	by 23	1851	{ 1857 1868
47 12th st., near Broadway.....	100	by 96 1/2	"	60,000	45	by 100	"	4	1	15	by 20	1851	{ 1857 1868
48 28th st., near 6th ave.....	110	by 98 1/2	"	36,000	45	by 81	"	4	2	17	by 23	1851	{ 1857 1868
49 { 37th st., near 3d ave..... 38th	100	by 125	"	35,000	50	by 125	"	4	2	14	by 25	1851	{ 1857 1868
50 20th st., near 3d ave.....	22 1/2	by 138	"	35,000	50	by 110	"	4	2	25	by 39	1851	{ 1857 1868
51 20th st., near 3d ave.....	100	by 92	"	40,000	100	by 50	"	4	2	20	by 40	1855	1865
51 44th st., near 10th ave.....	100	by 100 1/2	"	17,000	43	by 94	"	4	3	25	by 37	1855	1865
52 Kingsbridge road near 208th st.	100	by 200	"	15,000	41	by 75	"	3	1	24	by 24 1/2	1855	1874
53 78th st., near 3d ave.....	100	by 100 1/2	"	24,000	45	by 99	"	4	2	19	by 27	1857	1874
54 10th ave., cor. 104th st.....	100 1/2	by 125	"	20,000	45	by 90	"	3	2	15	by 26	1860	1874
55 30th st., near 7th ave.....	90%	by 92	"	32,000	47	by 87	"	4	2	27 1/2	by 28	1860	1874
56 18th st., near 9th ave.....	190	by 92	"	36,000	50	by 87	"	4	2	28	by 28 1/2	1862	1874
57 115th st., near 8d ave.....	170	by 100	"	30,000	53	by 96	"	4	2	15	by 25	1865	1874

Grammar Schools.	Location.	Size of Lot.	Value of Lots.	Size of Main Building.	No. of Stories.	No. of Wings.	Size of Wings.	Value of Buildings.	Date of Erection.	Altered or Rebuilt.
No. 58	52d street, near 8th avenue.....	125 by 100 5-12 feet.	\$40,000	Feet. 52 by 94	4	4	8 by 13 feet. 24 by 24 " 34 by 36 " 35 by 33 " 35 by 38 "	\$100,000	1868	
59	57th street, near 3d avenue.....	100 by 100 5-12 "	30,000	50 by 95	4	2		85,000	1871	
60	61st street, near Broadway.....	100 by 100 5-12 "	65,000	40 by 100 (av)	2	1		35,000	1868	1868
	College ave., cor. 145th street.....	125 by 174 by 200 "	6,000		4	2		42,000	1845	1876
	{ Primary Dept., Cortlandt ave. } near 148th street.....	125 by 150 by 196 "	5,000	48 by 74	2	1	13 by 31 "	30,000	1862	1869
61	3d avenue, near 169th street.....	200 by 211 "	24,000	57 by 80	3	2	8 by 14 "	40,000	1866	1876
62	3d avenue, near 157th street.....	230 by 170 "	27,000	42 by 80 (av)	3	2	13 by 40 "			
63	3d ave., cor. of 173d street.....	250 by 150 "	7,000	52 by 60	2	2		30,000	1864	
64	Thomas avenue, near Sanford street, Fordham.....	100 by 200 "	5,000	65 by 140	3	2		60,000	1872	
65	Locust avenue, West Farms.....	250 by 331 by 305 "	6,000	40 by 90	2	2	25 by 25 " 25 by 47 1/2 "	32,000		
66	Kingsbridge.....	51 by 115 by 115 by 212 "	3,000	33 by 40	2	1		13,000	1872	1875
67	Moshulu.....	145 by 170 by 122 feet "	1,500	28 by 40	2	2	123 by 35 " 132 by 40 " 132 by 38 " 132 by 36 " 132 by 36 " 8 by 16 "	4,500		
68	128th street, near 6th avenue....	150 by 99 11-12 "	30,000	60 by 90	4	2		90,000	1875	
69	54th street, near 6th ave.....	100 by 100 5-12 "	35,000	50 by 95	4	2		75,000	1876	
	NORMAL COLLEGE. 4th ave., Lex. ave., 68th and 69th streets.									
	TRAINING DEPARTMENT OF NORMAL COLLEGE. Lex. ave., 68th and 69th sts.	200 10-12 by 405 feet.	256,000	78 by 125	4	1	80 by 177 1/2 "	320,000	1871	
				50 by 120	3	2	9 by 22 " 11 1/2 by 23 "	85,000	1872	
					3	1			1873	
No. 1	COLORED SCHOOLS. Mulberry street, near Grand.....	50 by 100 "	20,000	34 by 91	3	1	9 by 19 " 8 by 32 "	45,000	.....	1869
	2 South 5th avenue, near Broome	45 by 93 "	40,000	30 by 75	3	4		35,000		1870
	3 1st street, near 7th avenue.....	100 by 98 3/4 "	30,000	50 by 94	3	.....		70,000	1868	
	4 17th street, near 7th avenue.....	30 by 95 "	8,000	35 by 62	3	1	11 by 38 feet.	12,000	1840	

PRIMARY SCHOOLS.		Feet.		1872	
No.		75 by 87½	454 by 82½	4	1494 by 29½
1	Ludlow street, near Delancey...	22 by 98	25 by 62	3	11 by 28
2	Bayard street, near Baxter...	25 by 100	25 by 45	3	1494 by 31
3	Cannon street, near Stanton...	75 by 92	454 by 87	3	684 by 32
4	411 East 16th street...	49½ by 96	36 by 94	4	11 by 24
5	4th street, near Avenue C...	Leased.		4	7 by 22
6	15 and 17 Third street...	25 by 95	25 by 71	3	25 by 61
7	West 10th st., near Washington	50 by 94	36 by 90	3	21 by 31
8	Mott street, near Bayard...	25 by 45	38 by 98	4	8 by 14
9	1st st., near 2d avenue...	63 by 132	57 by 73	3	10½ by 17
10	Cannon street, near Broome...	75 by 100	50 by 61	3	134 by 24
11	Vesey street, near Hudson...	51½ by 104	49½ by 70	4	9 by 20
12	85 Roosevelt street...	71½ by 61	40 by 92	3	11 by 28
13	Downing street, near Bleeker...	75 by 75	25 by 62	4	15 by 40
14	Oliver street, near Oak...	71 by 100	50 by 94	3	15 by 31
15	Stone street, near Whitehall...	25 by 100	26 by 66	2	
16	32d street, near 3d avenue...	100 by 98½	36 by 88	3	7 by 18½
17	42d street, bet. 7th and 8th aves	Leased.		4	
18	Waverly place, near Bank st...	36 by 66	42 by 100	3	14 by 21
19	3d ave. cor 105th street...	Leased.		2	
20	Broome street, near Clinton...	50 by 88	36 by 88	3	7 by 22
21	3d avenue, near 9th street...	34½ by 40½	36 by 87	4	11 by 28
22	1st avenue, cor. 9th street...	Leased.		3	17½ by 31
23	17 St. Mark's place	50 by 87½	25 by 62	3	8 by 17
24	Horatio street, near 9th avenue	25 by 100	45 by 97	3	94 by 25
25	Greenwich st., near Charlton...	80 by 103	40 by 90	2	21½ by 35
26	12th street, near Avenue B...	75 by 107	40 by 90	3	
27	87th street, near 11th avenue...	28 by 99	50 by 95	3	
28	20th street, near 1st avenue...	83 by 92	40 by 90	2	
29	19th street, near 1st avenue...			2	
30	Ward's Island			2	
31	3d street, near Avenue C...	50 by 106	78 by 40	1	15 by 30
32	182d street, near 11th avenue...	200 by 100	25 by 46	3	9 by 11
33	East 75th street, near 3d avenue	Leased.		1	18 by 30
34	Pearl street, near Beekman...	25 by 100		3	
35	1st avenue, near 53d street...	Leased.		3	

No.

PRIMARY SCHOOLS.

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Primary Schools.	Location.	Size of Lot.	Value of Lots.	Size of Main Building.	No of Stories.	No of Wings.	Size of Wings.	Value of Buildings.	Date of Erection.	Altered or rebuil.
36	Monroe street, near Market	50 by 142 7-12 feet.	\$30,000	36 by 122 feet.	3	2	7 by 30 feet.	\$45,000	1893	
37	No. 67 Warren street.....	Leased.				2	7 by 38 "			
38	Avenue A cor. 118th street.....	Leased.				2				
39	7th street, near avenue B.....	Leased.								
40	49th street, cor. 7th avenue.....	Leased.								
41	53d street, near 10th avenue ..	Leased.								
42	88th street near 5d avenue	Leased.								
43	Highbridge ave., cor. H. B. st....	50 by 142 by 116 "	2,500	25 by 34 "	1	1	16 by 24 "	2,500	1892	1893
44	Concord ave., cor. 145th st.....	75 by 100 "	3,000	35 by 75 "	1	1	25 by 25 "	11,000	1867	
45	Mount Hope.....	100 by 100 "	1,200	47 by 55 "	2	2		9,000		
46	Spuyten Duyvil.....	50 by 100 "	500	25 by 62½ "	1	1		2,500		
47	Williamsbridge	100 by 100 "	.....	25 by 40 "	1	1	18 by 20 "	3,500		
48	Woodlawn.....	Leased.								
	Total.....		3,174,700					6,519,900		

SCHEDULE NO. 12.

FINANCIAL EXHIBIT FOR THE LAST TEN YEARS.

The following is a summary exhibit of the Revenues of the Board of Education for each year for ten years past.

REVENUE.	1876	1875	1874	1873	1872	1871	1870	1869	1868	1867
State Appor- tionment.....				\$507,602 87	\$448,247 56	\$428,047 62	\$122,216 92	\$394,614 80	\$247,441 58	\$245,280 04
Equal Amount by City.....				507,602 87	448,247 56	428,047 62	482,316 92	394,614 80	247,441 58	242,280 04
Tax of 1-20th of 1 per cent.....				532,049 04	538,124 73	523,713 52	482,060 29	454,218 16	415,918 25	398,494 95
Am't of fixed funds.....	3,753,000 00	3,653,000 00	3,789,086 00	1,587,254 78	1,424,619 85	1,379,808 76	1,326,464 13	1,243,847 76	910,801 41	855,055 08
Add'l estimate.....				1,732,745 22	1,544,080 15	1,416,691 24	1,055,515 87	1,906,152 24	1,989,198 59	2,066,292 97
Amount raised for the year.....	\$3,753,000 00	\$3,653,000 00	\$3,789,086 00	\$3,300,000 00	\$2,968,700 00	\$2,796,500 00	\$2,382,000 00	\$3,150,000 00	\$2,900,000 00	\$2,939,348 00

APPENDICES



Report of the City Superintendent.

CITY SUPERINTENDENT'S OFFICE, }
New York, Dec. 31, 1876. }

To the Honorable the Board of Education :

As required by law, I have the honor to submit the following report for the year ending at this date :

NUMBER AND CLASSIFICATION OF SCHOOLS.

The whole number of schools under the care of the Board is three hundred and eight, as follows : forty-six Grammar Schools for males, forty-six Grammar Schools for females, and twelve Grammar Schools for both sexes ; sixty-six Primary Departments, and forty-six separate Primary Schools ; seven schools for colored children, including four Grammar and three Primary Departments ; forty-six Corporate Schools ; thirty-five Evening Schools, including the Evening High School ; the Nautical School ; the Normal College, and Training School connected therewith ; and the Saturday Normal School for teachers.

ATTENDANCE OF PUPILS.

The whole number of pupils reported as taught during any portion of the year is 252,155, and the average daily attendance is 122,518, showing a decrease in the former, as compared with last year, of 2,567, and an increase in the latter of 1,560. The average attendance and number of pupils taught in each class of schools during the year, compared with the corresponding returns of last year, are exhibited in the following table :

SCHOOLS.	Average Attendance.		Whole No. Taught.	
	1876.	1875.	1876.	1875.
Male Grammar Schools.....	18,365	17,546	33,524	32,049
Female Grammar Schools.....	17,515	16,653	30,873	29,636
Mixed Grammar Schools.....	2,492	2,473	4,396	4,379
Primary Departments.....	43,011	42,617	89,276	93,653
Primary Schools.....	20,176	19,801	44,076	43,434
Colored Schools.....	805	872	1,753	1,958
Corporate Schools.....	9,555	9,092	24,354	22,812
Evening Schools.....	9,273	10,343	21,734	24,149
Normal College.....	1,217	1,464	2,060	2,677
Nautical School.....	109	97	109	185
Total.....	122,518	120,958	252,155	254,722

The average attendance in the Grammar and Primary Schools, exclusive of the Colored Schools, was 101,559, against 99,090 last year, showing an increase of a little more than two and a half per cent. during the year ; while the increase last year was

about three per cent., and the year previous about seven and a half per cent. It will thus be seen that the increase of attendance this year is quite small, being considerably below the average ratio of previous years. The number of different pupils taught during the year is 157,423 ; last year it was 157,000. This number is found by adding to the number of pupils on register at the commencement of the year, the number of admissions, excluding all promotions from, or admissions to, other schools during the year.

The average enrollment during the year is 113,867, or about 72 per cent. of the total enrollment ; and the average attendance nearly 90 per cent. of the average enrollment, showing a little more than 10 per cent. as the average rate of absenteeism. This is exhibited in detail in the following table:

ENROLLMENT AND ATTENDANCE.

	Total Enrollm't	Average Enrollm't	Average Attend'nce	Per cent. of attendance on total en- rollment	Per cent. of attendance on average enrollment
Male & Mixed G. S. . . .	26,365	22,215	20,857	79	94
Fem. Gram. Schools. . . .	21,650	18,996	17,515	81	92
Primary Departments. . .	74,688	48,799	43,011	58	88
Primary Schools.	33,230	22,813	20,176	61	89
Colored Schools.	1,490	1,044	805	54	77
Total.	157,423	113,867	102,364	72	90

This shows a very decided improvement in the average attendance as compared with the total enrollment of different pupils,



since while the increase in the former is 2,502, in the latter it is only 423, making a difference in favor of this year of 9 per cent. The absenteeism this year is one per cent. in excess of last year, there having been a retrogradation of 4 per cent. in the Colored Schools, but an improvement of one per cent. in the Grammar Schools.

ACCOMMODATION.

According to the principals' returns, the accommodation afforded by the schools is sufficient for 133,873 pupils. This is exhibited in the following table, in comparison with the average enrollment and average attendance of pupils in each class of schools :

	ACCOMMODATION.		Average enrollment	Average attendance
	1876.	1875.		
Male Grammar Schools.....	28,131	26,614	22,215	20,857
Female Grammar Schools.....	23,188	21,457	18,996	17,515
Primary Departments.....	52,187	52,172	48,799	43,011
Primary Schools.....	28,666	30,196	22,813	20,176
Colored Schools.....	1,701	1,440	1,044	865
Total.....	133,873	131,879	113,867	102,364

In making these returns, the principals have been directed to follow the rule of the Board established in April last, fixing the *sitting capacity* of each room according to the floor space and air space afforded, requiring that, "in the three lower classes of primary schools and departments, there should be a

minimum allowance of 5 square feet and 70 cubic feet ; in the three higher grades, 6 square feet and 80 cubic feet : in the four lower grades of the Grammar Schools, 7 square feet and 90 cubic feet ; and in the four higher grades, 9 square feet and 100 cubic feet." They were also directed to include in the returns seats for not more than two classes in the main room. That this wholesome and necessary regulation has not greatly reduced the amount of accommodation afforded by the schools is obvious, since the number of pupils that can be accommodated as reported this year, is nearly 2,000 in excess of that reported last year, which is but little less than the additional accommodation afforded during the year.

The following table shows in what Wards, and in what months, pupils were refused admission during the year, for the want of suitable accommodations :

PUPILS REFUSED ADMISSION DURING 1876.

	5th	7th	9th	10th	11th	12th	13th	15th	16th	17th	19th	20th	21st	22d	23d	Total
January.....	..	..	47	58	..	..	..	44	..	..	25	..	..	31	..	205
February.....	..	..	20	8	10	..	..	34	..	39	156	10	..	13	..	290
March.....	..	4	21	15	22	..	..	41	..	..	165	5	..	13	..	286
April.....	6	..	34	179	5	2	..	27	..	53	243	8	2	75	1	635
May.....	52	2	32	729	4	48	..	23	..	17	314	19	..	73	48	1361
June.....	11	..	..	41	..	4	..	4	..	..	47	1	..	2	..	110
September.....	93	51	191	815	163	114	50	101	116	50	1323	11	9	297	57	3441
October.....	35	70	34	395	43	55	110	86	18	140	474	22	7	171	5	1665
November.....	28	5	37	176	..	25	103	61	..	79	317	9	4	95	..	939
December.....	4	..	16	48	3	5	24	27	..	8	61	1	13	..	..	210
Total.....	229	132	432	2464	250	253	287	448	134	386	3125	86	35	770	111	9142

The following table exhibits the average attendance in the schools of each ward of the city compared with that of the two preceding years :

AVERAGE ATTENDANCE BY WARDS.

WARD.	1876.	1875.	1874.	WARD.	1876.	1875.	1874.
1st	880	855	883	14th	1,824	1,709	1,779
2d	153	159	154	15th	3,723	3,710	3,688
3d	99	90	85	16th	4,517	4,340	4,382
4th	1,773	1,724	1,667	17th	7,904	7,776	7,321
5th	1,657	1,669	1,648	18th	3,676	3,722	3,857
6th	2,103	2,041	2,122	19th	9,995*	9,465	8,181
7th	3,975	3,746	3,772	20th	6,154	6,119	6,219
8th	2,465	2,421	2,458	21st	5,321	5,210	5,242
9th	5,324	5,339	5,330	22d	10,004	8,611	8,338
10th	6,806	6,830	6,783	23d	2,581	2,575	2,513
11th	6,821	6,902	7,076	24th	1,707	1,682	1,617
12th	7,552	7,959	6,745	—	—	—	—
13th	4,545	4,442	4,379	Total ...	101,559	99,099	96,249

* Including the Training School of the Normal College.

The following exhibits the increase or decrease in the yearly average attendance of pupils in each Ward :

WARD.	Increase.	Decrease.	WARD.	Increase.	Decrease.
1st.....	23	...	13th.....	103	...
2d.....	...	6	14th.....	115	...
3d.....	9	...	15th.....	13	...
4th.....	49	...	16th.....	177	...
5th.....	..	12	17th.....	128	...
6th.....	62	...	18th.....	...	46
7th.....	229	...	19th.....	530	...
8th.....	44	...	20th.....	35	...
9th.....	...	15	21st.....	111	...
10th.....	...	24	22d.....	1,493	...
11th.....	81	...	23d.....	10	...
12th.....	...	400	24th.....	25	...

From this it will be seen that, in eighteen of the wards, the attendance has increased, but chiefly in the Nineteenth and Twenty-second wards. The falling off in the Twelfth Ward was caused by the closing of Grammar School No. 6, on Randall's Island.

TEACHERS.

There are at present employed in the several schools, 3,247 teachers, of whom 335 * are males, and 2,912 females. The following table exhibits the number of teachers employed in each class of schools, with the average number of pupils under the instruction of each assistant teacher.

* Of these teachers, 132 are employed in the Evening Schools.

SCHOOLS.	Number of Teachers.	Average Attendance.	Pupils to each Assistant Teacher
Male Grammar.....	548	18,365	36
Female Grammar.....	534	17,515	36
Mixed Grammar.....	86	2,492	34
Primary Departments.....	947	43,172	49
Primary Schools.....	495	20,176	45
Colored Schools.....	37	805	27
Evening Schools.....	403	9,273	25
Corporate Schools.....	197	9,555	63
Total.....	3247	121,353	41

EXAMINATIONS.

Every school under the care of the Board, including the Evening Schools (with the exception of the Evening High School) the Corporate Schools, and the Nautical School, has been examined at least once during the year. The examination, in each case, consisted of a careful inquiry into the grade of proficiency of the pupils, the character of the instruction imparted by the teachers, both as to method and results, the kind of discipline employed, and its efficiency, the text-books used, their distribution and care, the sanitary condition of the school, and the condition of the school premises. By these examinations, the work of both principals and assistants is constantly brought under thorough scrutiny; and all are incited to exertion in order that their record may be creditable. Reports

GENERAL MANAGEMENT.

SCHOOLS.	Excellent.	Good,	Fair	Indiff'rnt	Bad.	Total.
Male Gram. Schools ...	43	12	..	..	..	55
Female " "	40	2	..	..	..	42
Primary Departments...	47	11	..	..	..	58
Primary Schools.....	37	8	..	..	..	45
Colored Schools.....	2	4	..	..	1	7
Total.....	169	37	..	..	1	207

It will be seen from this that only one school showed a decided deficiency in this respect, and that a colored school. This school has been placed under other management, and is now doing well. The remarks made in the last report in relation to the excessive crowding of the pupils, in order to raise the grade of the school, or to prepare a large number of pupils for admission to the College of the City of New York or to the Normal College, are still cogent. This is a serious evil, which should in every possible way be prevented. The pupils are greatly injured by it, and the city is unnecessarily taxed to pay for the higher education of children who are imperfectly prepared to receive it. The following tables exhibit, in percentage, the comparative proficiency in each class of schools during this and the year preceding, in discipline, and in reading, spelling, arithmetic, and penmanship.

TABLE OF COMPARATIVE PROFICIENCY IN 1876.

[E means Excellent ; G, Good ; F, Fair ; I, Indifferent ; B, Bad.]

SCHOOLS.	DISCIPLINE.				READING.				SPELLING.				WRITING.				ARITHMETIC.			
	E		G		F		I		E		G		F		I		E		G	
Male Grammar Schools.	81	15	4	....	....	10	....	....	59	34	6	1	48	44	8	....	38	42	15	5
Female Grammar Schools.	94	5	1	....	....	2	....	....	72	25	3	....	70	28	2	....	39	48	10	2
Primary Dept's & Schools.	78	19	3	....	....	6	1	62	31	6	1	42	51	7	....	....	61	30	8	1
Colored Schools.....	47	35	9	9	15	64	15	6	33	40	24	3	41	50	9	....	24	33	34	9
Total.....	81	16	3	....	47	47	6	....	62	32	5	1	50	44	6	....	50	37	10	3

TABLE OF COMPARATIVE PROFICIENCY IN 1875.

[E means Excellent; G, Good; F, Fair; I, Indifferent.]

SCHOOLS.	DISCIPLINE.				READING.				SPELLING.				WRITING.				ARITHMETIC.							
	E		G		F		I		E		G		F		I		E		G		F		I	
Male Grammar Schools.	75	23	2	..	27	62	10	1	43	42	13	2	38	52	9	1	28	45	19	8				
Female " "	95	5	..	..	56	40	4	..	64	31	5	..	65	33	2	..	38	46	13	3		
Primary Dep'ts & Scho ls	73	22	5	..	44	50	6	..	54	41	5	..	35	59	6	..	49	41	9	1				
Colored	25	55	17	3	16	63	18	3	18	52	19	11	9	72	17	2	11	37	38	4				
Total.....	76	20	4	..	42	51	7	..	53	39	7	1	42	51	6	1	41	43	13	3				

A comparison of these tables shows that the schools, as a whole, have made improvement, both in discipline and in each of the branches of study included in this exhibit.

The following shows the average result in each of these particulars during the last seven years :

AVERAGE RESULT OF EXAMINATIONS.

YEAR.	Discipline. Per cent.	Reading. Per cent.	Spelling. Per cent.	Writing. Per cent.	Arithmetic. Per cent.
1870.....	89½	81½	76	83	76½
1871.....	89	79½	79½	83½	79½
1872.....	92	81½	82½	84½	81½
1873.....	90½	82	83	82	79
1874.....	90	80½	83½	82½	78
1875.....	93	83½	86	83½	80½
1876.....	94½	85½	88½	86	83½

As in the three previous years, the discipline appears to the best advantage in this table ; and, of the branches of instruction, spelling shows the best results.

The average standing of each class of schools, in discipline, reading, spelling, writing, and arithmetic, for this and the preceding year, is exhibited in the following table :

AVERAGE STANDING OF THE SCHOOLS.

(In percentage.)

SCHOOLS.	Discipline.		Reading.		Spelling.		Writing.		Arithmetic	
	1876	1875	1876	1875	1876	1875	1876	1875	1876	1875
Male Grammar Schools.....	94	93	80	79	88	82	85	82	78	74
Female " "	98	99	89	88	92	90	92	91	81	80
Primary Dep'ts and Schools..	94	92	86	85	89	87	84	82	88	85
Colored Schools.....	80	76	72	73	76	70	83	72	68	59

This table shows a decided improvement in the male Grammar Schools, particularly in spelling, writing, and arithmetic; and, in the Colored Schools, in discipline, spelling, writing, and arithmetic.

AVERAGE SCHOLARSHIP.

The following tables exhibit the number and percentage of pupils in each of the grades of the course of study, both Primary and Grammar, at the date of this report, according to the returns of the principals of the schools.

NUMBER OF PUPILS IN EACH GRADE.

Grammar Schools.

SCHOOLS.	1st.	2d.	3d.	4th.	5th.	6th.	7th.	8th.	Total.
Male Grammar.....	818	1,369	1,716	2,150	2,339	2,628	3,897	4,519	19,436
Female Grammar.....	986	992	1,574	2,004	2,298	2,866	3,788	4,228	18,736
Mixed Grammar.....	86	189	253	293	294	363	570	605	2,653
Colored Grammar.....	12	30	36	18	20	62	85	60	323
Total.....	1,902	2,580	3,579	4,465	4,951	5,919	8,340	9,412	41,148

PRIMARY DEPARTMENTS AND SCHOOLS.

SCHOOLS.	1st.	2d.	3d.	4th.	5th.	6th.	Total.
Primary Departments.	6,311	7,222	7,890	8,318	8,441	11,905	50,087
Primary Schools.....	2,503	3,036	3,140	3,543	4,003	5,962	22,187
Colored Primary.....	83	141	74	130	107	.164	699
Total.....	8,897	10,399	11,104	12,091	12,551	18,031	72,973

PERCENTAGE OF PUPILS IN EACH GRADE.

GRAMMAR SCHOOLS.

SCHOOLS.	1st.	2d.	3d.	4th.	5th.	6th.	7th.	8th.	Av'rge Grade.
Male Grammar.....	4.2	7.0	8.8	11.1	12.0	13.5	20.5	23.2	5.50
Female Grammar.....	5.3	5.3	8.4	10.7	12.3	15.3	20.2	22.5	5.56
Mixed Grammar.....	3.6	7.1	9.5	11.0	11.1	13.7	21.5	22.8	5.60
Colored Grammar.....	3.7	9.3	11.1	5.6	6.2	19.2	26.3	18.6	5.57
Total.....	4.6	6.3	8.7	10.9	12.0	14.4	20.2	22.9	5.58

PRIMARY SCHOOLS.

SCHOOLS.	1st.	2d.	3d.	4th.	5th.	6th.	Av'rge Grade.
Primary Departments..	12.6	14.4	15.8	16.6	16.9	23.8	3.83
Primary Schools.....	11.3	13.7	14.1	16.0	18.0	26.9	4.06
Colored Primary.....	11.9	20.2	10.6	18.6	15.3	23.5	3.76
Total.....	12.2	14.3	15.2	16.6	17.2	24.7	3.87

The following table shows what percentage of the aggregate register number of pupils in all the schools, Grammar and Primary, belongs to each grade. From this exhibit the Colored Schools are excluded.

PERCENTAGE OF ALL THE PUPILS IN EACH GRADE.

GRADE.	Male Grammar.	Female Grammar.	Mixed Grammar.	Primary Depart's.	Primary Schools.	Total Grammar.	Total Primary,	
GRAMMAR.	1st	0.72	.87	.08	....	....	1.67	....
	2d	1.21	.88	.17	....	....	2.26	....
	3d	1.52	1.39	.22	....	....	3.13	....
	4th	1.90	1.77	.26	....	....	3.93	....
	5th	2.07	2.03	.26	....	....	4.36	....
	6th	2.32	2.53	.32	....	....	5.17	....
	7th	3.45	3.35	.50	....	....	7.30	....
	8th	4.00	3.74	.53	....	...	8.27	....
PRIMARY.	1st	....	....	...	5.58	2.22	....	7.80
	2d	....	....	...	6.38	2.68	....	9.06
	3d	....	....	....	6.98	2.78	....	9.76
	4th	....	....	....	7.35	3.13	...	10.48
	5th	....	....	....	7.46	3.54	....	11.00
	6th	....	....	. .	10.53	5.27	....	15.80
Total.	17.18	16.57	2.38	44.28	19.62	36.10	63.90	

DISCIPLINE.

The discipline of the schools, on the whole, is remarkably efficient, as will be seen from the tabulated returns submitted

above. The ordinary means of restraint by means of demerit marks, detentions, &c., are usually found to be effective in the case of the great mass of the pupils; but there are still quite a number of children who cannot be controlled in this way. These, as a last resort, are suspended—that is, virtually, expelled.

The following table exhibits the number of pupils suspended in each class of schools during the year, and the number of these that were re-admitted on the certificates of the City Superintendent:

SUSPENSIONS DURING 1876.

SCHOOLS.	Number Suspended.	Number Readmitted.	Number not Readmitted.
Male Grammar... ..	60	12	48
Female Grammar.....	..	..	..
Primary Departments.....	41	7	34
Primary Schools.....	28	2	26
Colored Schools.....	1	1	..
Total.	130	22	108

The question as to what effectual means of coercion and correction can and should be adopted in the case of children who are found to be incorrigible by the ordinary methods of restraint, or indifferent to the incentives usually employed, is one which still claims a serious consideration. The inefficiency of our system in this respect neutralizes, to a considerable extent,

the operations of the compulsory attendance department, as the very boys that are placed in the schools at considerable expense both of time and money are, in a few days, or in a few hours, expelled as incorrigible. Many parents, finding that our schools are unable to govern their wilful and unruly children, send them to the parochial or industrial schools. In connection with this, it is proper to call the attention of the Board to the fact that, while the average attendance of pupils in the schools immediately under its care has, during the past year, increased less than two and a half per cent., in the corporate schools it has increased more than five per cent. It is also of interest to observe that, at the close of 1875, the number of pupils enrolled in the Catholic parochial schools was 30,732; while, in 1867, it was only 16,342, showing an increase, in less than ten years, of nearly 90 per cent.; while the increase in the attendance of the pupils in the public schools has, during the same time, been only about 13 per cent. The increase in attendance at the corporate schools, during the same period, has been more than 57 per cent.

While the system of *suspending* pupils, instead of restraining them, which has been in operation since 1870, will not, of course, account for this great disparity in the growth of the public schools as compared with that of the other educational systems existing, side by side, with it, yet there can be no doubt, that the number of pupils excluded from the schools by the indirect operation of the system, far more than the number of formal suspensions would indicate, is very large. The question, therefore, very properly suggests itself, why should a system for compelling pupils to attend the schools be sustained at great ex-

pense to the city while there is no effective means of controlling and educating those children after they have been brought into the schools?

COURSE OF INSTRUCTION.

No part of the organization of a school system is so important as the course of instruction; since the educational forces of the system are directed by it, so as to operate harmoniously, all contributing to the production of the required result. Frequent changes have, particularly during the past ten years, been made in the course of instruction prescribed for the primary and grammar schools; but, while these changes have, in general, been improvements, there is no doubt that, on the whole, they have not been productive of sufficient good to counterbalance the evil of change. Such changes necessarily interrupt the working of the system, because they require a new adjustment of its forces,—not a simple matter, by any means, in a system so vast as ours. The teachers having become familiar with the complicated requirements of one course are compelled to pause in their efforts in order to acquire the same familiarity with the new requirements; and much time must be spent before they are able to develop the same degree of practical skill in carrying out those requirements.

At the commencement of the year, a change was, however, imperatively called for. It was the conviction of many that the course, as then in operation, was too complex and exacting, and that it prescribed branches of study which consumed a large part of the time and efforts of the pupils without any adequate

benefit. The public mind had been influenced unfavorably toward our system in this respect, the impression having become general that the cost of maintaining the public schools was unnecessarily increased by giving instruction in merely "ornamental branches," sometimes to the neglect of the more important ones. The result of this agitation has been the entire revision of the course of instruction, in the direction particularly of simplification and reduction; and, during the last four months, the schools have been operating on the new basis. The changes introduced, while by no means revolutionary, are considerable; and they will, there is no doubt, after the teachers have become sufficiently familiar with them to adjust their efforts to the new order of things, result in much benefit to the system. The following is a brief summary of the most important of the changes made. In the primary school course, the topics under *reading*, *penmanship*, *drawing*, and *object lessons*, have been re-arranged, with some additions and omissions. In learning to read, the children will not be permitted, by the new course, to waste their time in useless and impracticable phonetic lessons, the latter being confined within the just limits of their practical value as a drill in articulation. In arithmetic, the attempt has been made to adopt a course which, while it affords a sufficient amount of intellectual discipline, and of material for the development of ideas pertaining to number, does not retard the progress of the pupils in practical work. Penmanship has been carried down to the third grade; and the exercises prescribed in all the grades are such as will enable the pupils to advance as rapidly as possible in learning *to write*, not merely to execute a neat *copy* of letters or short unconnected words. The drawing prescribed for this part of the course is designed to pre-

pare the pupils more completely than before for the higher work prescribed in the grammar schools, and recognizes more fully the industrial element, as required by the recently enacted law of this State. *Object lessons*, which in the former course occupied a position far too prominent, and consumed, in many cases uselessly, a large part of the time of the pupils, have been circumscribed, and the unnecessary *minutiae* formerly prescribed have been excluded. The importance of this kind of instruction is by no means underrated; but, in the new course, the fact is fully recognized that time in school should not be spent in giving formal instruction to children in things a knowledge of which they must inevitably acquire by the natural and unaided exercises of their faculties; and moreover that it is of no use, but rather a source of injury, to teach children, either with or without objects, to pronounce difficult technical terms, which have no relation either to their own vocabulary of words, or to the ordinary range of their observation. Intelligent teaching does not require this special use of objects as a means of illustration except within certain narrow limits, but rather that the ideas which the young pupils have acquired by observation out of school should be made the basis of the instruction which they are to receive from the teacher in school. Under the misapplication of this system, and the misconstruction of its proper place in the course, pupils of from seven to ten, or sometimes twelve years of age, have been allowed to spend much valuable time in simply learning, for instance, the formal definition of a *parallelogram*, the minute description of a *pin*, of a piece of *sponge*, or of an *orange*, or in a lengthy enumeration of the parts of the human body, commencing with the crown of the head and end-

ing with the soles of the feet. Object instruction requires good judgment, and, what is more, good sense, on the part of the teacher, so as to adapt it to the mental status of the pupil. An overgrown boy or girl in one of the primary grades seriously exercised in distinguishing *red* from *blue*, or in repeating that "a square contains four sides and four *square corners*," would present an amusing spectacle, were it not for the feeling of regret that, while this useless exercise is given, the child is losing his opportunity of acquiring the essential elements of a school education.

The limitations as to the time to be devoted to this and every other branch of instruction prescribed by the new course, will, it is to be hoped, entirely banish this abuse from the primary schools.

In the grammar schools, the pupils will, from the operation of the new course, have much more practice in reading, while the grade of text-books prescribed for this purpose will enable them to read more intelligently as well as more fluently. The plan of teaching the spelling of selected words—a list containing a certain number of such words being prepared by the teacher,—is an experiment, the value of which is yet to be determined. The changes made in the arrangement of the topics in *geography* and *arithmetic* distribute the subjects more equably through the grades, and will, doubtless, prove a valuable improvement. The teaching of *history* by means of class reading, instead of by formal lessons and recitations, has been followed by gratifying results, as far as an examination has been made of them during the last two months. Much improvement has also been

made in the course in the mode of prescribing what is to be accomplished in United States history, etymology, penmanship, drawing, and oral instruction ; while, as in the primary course, the number and length of the lessons to be given in each branch, as a *minimum*, have been carefully defined. Some teachers still feel that too much is prescribed in the higher grades ; and undoubtedly there is, if, in all cases, each of these grades is to be uniformly passed through in five months. The time required for each grade is, however, wisely left indefinite, since it must vary with circumstances ; but no principal can be deemed competent to perform the duties of his or her position who cannot make a proper discrimination in this respect, or who, having thus discriminated, permits any consideration of policy, any ambition to present a large graduating class, or any importunities of parents, to overrule the decision arrived at in that way.

The reports of the Assistant Superintendents, by whom the examinations have been conducted, contain many important facts in regard to the methods of instruction employed in the carrying out of the course, as well as many practical suggestions based upon a minute observation of the working of the system in its several departments. In order to secure a uniform supervision of the schools in this respect, the undersigned has distributed the work of examination, during the present term, according to departments of study, one department being assigned to each examining officer. As required by the By-Laws of the Board, the "gist" of the observations of each assistant superintendent, is presented in connection with the several branches of study to which reference is here made.

READING.

The tabular statement (page 18) showing the average standing of each class of schools in respect to reading, spelling, writing, and arithmetic, indicates an improvement in reading, since the examinations of 1875, of about one per cent., except in the Colored Schools, which appear to have retrograded one per cent. Assistant Superintendent Fanning, who has had the supervision of the reading in the grammar schools, reports that there is a deficiency in naturalness, vocal modulation, and emphasis, the chief improvement being in "distinctness of articulation." He also states that, "in the pronunciation of words, much careful instruction is needed," and recommends a more frequent use of special pronouncing exercises, the words selected for the purpose being such as are apt to be pronounced incorrectly. There is no doubt that the mispronunciation of common words is a very general fault. Assistant Superintendent Calkins, who has examined the classes of the primary departments and schools in reading, reports as follows :

"Among the defects observed in the manner of reading in the primary classes were, a monotonous pronunciation that indicated little or no attention to the meaning of the words, an improper attention to punctuation marks, loud and unnatural tones of voice, and too little attention to natural emphasis, too much stress placed upon the words *the* and *a*, giving them the faulty pronunciation of *thu* and *u*, and too little attention to the thoughts intended to be conveyed by the several sentences of the reading lesson. While these are the most prominent faults observed in the reading classes, they are by no means

common to all classes, nor to all schools. In this connection it affords me pleasure to report that I found many classes in which only one or two of these defects existed, and others in which none were discovered. Probably the greatest degree of improvement in the manner of teaching reading may be seen in the classes of the sixth and fifth grades. In the classes of the sixth grade especially may now be found more intelligent and better reading than formerly prevailed in classes of the fifth grade. Great improvement has also been made in reading in the fifth grade classes. From the numerous earnest efforts of good teachers to improve the character of the reading in these and the other grades, I hope to see still greater improvement during the coming year. To teach reading so as to secure excellent results is one of the most difficult tasks that the teacher has to perform. The obstacles encountered in many classes are not only numerous but multifarious. Among these, are paucity of ideas, poverty of words known, dullness of comprehension, absence of attention, ignorance of our language, difficulties of enunciation and pronunciation, and numerous other hindrances. Those who succeed in overcoming these obstructions deserve much commendation for their great achievement."

SPELLING.

The improvement reported in this important branch is very gratifying, particularly in the Male Grammar Schools, in which as will be seen by an inspection of the tabular exhibit before referred to, it reaches six per cent. ; there is also a similar improvement in the Colored Schools ; while in the Female Grammar Schools, and in the Primary Departments and Schools,

it is only two per cent. The Female Grammar Schools, however, retain their superiority in this respect over all the other schools. Assistant Superintendent Fanning, who has had this department in charge, reports, in relation to the new system of permitting the teachers to confine their instruction to a special list of words, as follows:—"The *miscellaneous words* required by the Course of Study need to be carefully selected and properly graded. Some of the lists in the hands of the teachers, while containing many suitable words, are not graded as judiciously as they might be. Doubtless some of these lists were somewhat hastily prepared; but the skill and experience of our principals and class teachers will cause them, I trust, to be speedily *revised and improved*."

DEFINITIONS.

Assistant Superintendent Fanning reports that, in some cases, this branch of instruction has not received sufficient attention in connection with the reading lessons. Of course, a neglect to teach the proper meaning of the words of the reading lessons must affect unfavorably the reading itself, since no piece can be well read that is not understood. In relation to this subject, as taught in the Primary Schools, Assistant Superintendent Calkins reports as follows: "Some misapprehension appears to exist as to the requirements of the new course of instruction in the matter of *definitions*. Some teachers suppose that the present course excludes those exercises whereby the pupils were required, in the previous course, to illustrate the meaning of words by using them in sentences, or to indicate by simple explanation and description that the

meaning of the word is understood. In consequence of this supposition, almost exclusive attention is given by them to teaching technical definitions, as if the learning of additional words having a similar meaning, although equally difficult of comprehension, would enable the pupils to understand more clearly the word to be defined. It appears desirable that the term *definitions*, when used in the primary course, should be understood in a broad sense, so that it may mean objective illustrations of words, a description of that which the word means, explanation of both meaning and use, also the proper use of the given word in a sentence, and simple definitions, when words that are already familiar to the children can be used to define the word. Through methods of examination, and by instructions to teachers, I have endeavored to give prominence to the proper teaching of reading, and to treat elementary sounds, punctuation, and definitions as *means* to be properly employed among the essential aids in teaching reading. I hope by continued attention to these matters throughout all the primary classes, under the present system of examinations, to secure more uniform results than now exist."

ARITHMETIC.

The improvement in this subject, as shown by the examination returns, is, on the average, about four per cent., being nine per cent. in the Colored Schools, four per cent. in the male Grammar Schools, three per cent. in the Primary Departments and Schools, and one per cent. in the female Grammar Schools. The tables of average standing will show that the results in this study are considerably below those in the others. Assist-

ant Superintendent Jasper, who has had the exclusive supervision of this department since the present term commenced, says that too much time is taken up in the explanation of processes to admit of sufficient practice. He remarks:—"The attention of the pupils is concentrated on the language of the solution to such a degree that distraction from the arithmetical point arises, and confusion is caused." This is, of course, an error; but an extreme in requiring such explanations can be much more generally corrected than the reverse. The analysis should be such as to strengthen in the pupil mind a knowledge of fundamental principles, should be given as far as possible in the pupil's own language, and not according to a set form of words committed to memory. Assistant Superintendent Jones, who has had the supervision of the arithmetic in the primary classes, reports that the processes and results in the different grades are very satisfactory; particularly during the recent examinations, in consequence of the greater amount of time assigned to this branch by the new course of study.

PENMANSHIP.

The table of comparative results before referred to shows considerable improvement in penmanship, particularly in the Colored Schools, in which it was 11 per cent. In this class of schools, the proficiency attained in this branch of instruction approximates very closely to that exhibited in the other schools. Assistant Superintendent Fanning, who has had the supervision of all the classes, both in penmanship and in slate writing, thus reports:

“It gives me pleasure to state that, at the present time, there is more systematic instruction in penmanship than formerly. Intelligent teachers very generally make suitable use of the blackboards or wall-slates in preliminary directions, and in instruction in connection with each exercise in penmanship. Many of the faults heretofore noticed have been corrected ; and even those found hitherto to be the most difficult of correction—faulty positions and awkward modes of holding the pen—are not as prevalent as in former years. No longer do we find, in any considerable number of our schools, “trial papers ” so long or so much used as to consume or waste the time of large numbers of pupils—time that is now mostly and properly devoted to the class copy-book, the book which, in my judgment, is designed certainly as much for *practice* as for exhibition. I have also noticed that the instances are now rare in which Grammar School pupils are kept for a long time—as heretofore in too many cases—upon mere straight lines, strokes, and curves. The present course of study wisely directs that all pupils, after being instructed in the elements and their combinations into letters, shall, with as little delay as practicable, be placed upon interesting matter—short words and phrases, and easy sentences. In my judgment, this is a step in the right direction, and has already produced improved results in the middle and lower grammar grades. The off-hand penmanship of the upper grades was seen by me in connection generally with the spelling exercises, or by an inspection of the exercise books containing the miscellaneous writing of the upper classes. The book of careful instruction, as well as the off-hand writing executed in the presence of the examining officer, in very many instances

gave evidence of intelligent and successful instruction. The provisions and requirements of the present course of study will, I think, have a beneficial effect upon our schools generally in the matter of practical penmanship, such as business forms, receipts, bills, promissory notes, letter-writing, etc. Still, on surveying the whole writing field, I have found marked contrasts in the degree of progress and the character of results in this important branch. Results were reached in some schools, and throughout all grades, that in some other schools would be looked upon as unattainable. There is no good reason why the standard of attainable excellence should not be high in all our schools."

GEOGRAPHY.

Of 803 classes examined in geography during the year, the instruction in 389 was reported as *excellent*; in 328, *good*; in 74, *fair*; and in 12, *indifferent*. This gives an average of 84 per cent., or exactly the same as last year. In relation to this branch of study Assistant Superintendent McMullin reports:— (1.) That in many cases, particularly in the classes studying the elements of this subject, the pupils learn the definitions, names of places, etc., without sufficiently clear ideas of their meaning, thus rendering the instruction "vague, verbal, and unsatisfactory." (2.) That the teachers sometimes neglect to make a proper and effective use of "objects, pictures, globes, and maps." (3.) That "map-drawing appears to be a neglected art throughout the schools." "The work in the Grammar Departments," he states, "generally speaking, is good; in the Primary Departments, it ought to be better done."

ENGLISH GRAMMAR AND COMPOSITION.

Of 310 classes examined in English grammar, the instruction in 148 is reported as *excellent*; in 118, *good*; in 37, *fair*; and in 7, *indifferent*, making an average of 83 per cent., and showing an improvement of 5 per cent. over the returns of last year. In regard to this subject, Assistant Superintendent Harrison reports:—"As a general rule, the classes in grammar are well taught." He thinks, however, that more attention should be given to the correction of "common errors in speech" in the lower grades, in order to give this branch of instruction greater practical value. While the course of study does not specifically prescribe such exercises in the lower grades, the intelligence and good sense of the teachers will dictate the teaching of grammar, as well as of every other subject, upon as practical a basis as possible; and, certainly, no part of a teacher's duty, at any and every stage, can be clearer than to correct the errors of speech into which children are so apt to fall. This, of course, must sometimes be done arbitrarily; but principle and rule should be applied as far and as fast as they are learned by the pupils. In regard to composition, Mr. Harrison reports as follows:—"This important branch of practical grammar is pursued with very various degrees of success, the method generally followed being too artificial to produce the best attainable results. Letter writing, mostly in the form of brief notes, is an element in the three highest grades. While the handwriting, mechanical arrangement, neatness and use of capitals are upon the whole commendable, it is not usual, either in this department of composition or in any other, to find that the themes have been carefully selected for their fitness, or that there has been

any systematic pre-arrangement of the order of thought. An insurmountable law of our mental development was long ago pithily expressed. 'When I was a child, I spake as a child, I understood as a child, I thought as a child.' It would be absurd to suppose that more than a small fraction of the youth in our grammar classes have completely passed the transition period and reached that one when, the speech, understanding, and thought show that they have put away childish things? The teacher's selection of the themes for composition exercises should be at least modified by this law. There is no better general field of selection than that presented by the great variety of subjects included under the head of *oral lessons*. The pupil is here furnished with the requisite stock of ideas. When these oral lessons have been properly given, he has been trained and assisted to arrange these ideas in some order; he has had a long series of exercises tending 'to give facility in continuous oral description.' The simple and natural transition to composition will again utilize all this, and bring, at the same time, into play his knowledge of orthography, of the meaning and uses of words, his practical grammar, and his skill in penmanship. Equally valuable themes for class-room work may be found in the lessons in history and descriptive geography."

HISTORY OF THE UNITED STATES.

Of 281 classes examined in the history of the United States, the instruction in 142 was reported as *excellent*; in 103, *good*; and in 36, *fair*, making an average of a little more than 84 per cent. Last year it was 82 per cent.

Assistant Superintendent McMullin, who has had the supervision of the classes in United States history since November last, thinks that the teachers of the several grades confine themselves too exclusively to those portions of the subject respectively assigned to them, without reviewing what has previously been studied. There is, no doubt, a tendency in this direction in every subject, which the principals should, by constant vigilance, guard against. To a certain extent, teachers should be held responsible for the whole subject up to the grade which they are teaching. The course of study recently adopted, if carried out, will correct the difficulty complained of, as it prescribes a "brief general outline" to be taught or reviewed in each grade. Mr. McMullin also thinks that "maps are not used with the frequency which their importance demands."

GENERAL HISTORY.

While this subject is not prescribed for regular class study and recitation, a general knowledge of it is to be gained, according to the new course of study, by reading in class. I have thought it desirable to give a careful supervision to this part of the teachers' duty, so as to secure something more than a mere perfunctory performance of it. The pupils are, by the practice prescribed, not only to learn some of the facts of history, but they are to acquire a taste for useful reading, and they are to be strengthened in the habit of reading for information, not merely for elocutionary display or for pastime. Assistant Superintendent Schem has very carefully supervised this work by such brief general examinations as were neces-

sary to show what effect had been made upon the pupils' minds by the exercises. I submit a few of his remarks and suggestions :

“As ancient and modern history is only to be read in course in the classes of the three higher grades, the object of the examination was to find out with what degree of intelligence the scholars had read the historical accounts, what impressions had been made by the reading upon their minds, and whether, after finishing the history of any particular nation, they had received some idea of the peculiar traits for which that nation is noted in the world's history. About 40 classes were examined, and the results, as in all branches of studies, were found to be widely different. Here is a class which has read the history of Rome. Nine-tenths of the scholars remember that Rome is said to have been founded by Romulus and Remus; that at first it was under the rule of kings; that then it became the first great republic in the world's history; that among the officers chosen were consuls, dictators, tribunes, etc.; that among the chief features of the early history was the fierce conflict between Patricians and Plebeians; that the Romans gradually conquered Italy, and afterward immense territories in Europe, Asia, and Africa; they remember the names of Brutus, Coriolanus, Cincinnatus, the Gracchi, of Marius, Sylla, Pompey, and Cæsar, and other illustrious names, and for what they are famous; they can also explain a number of words in political life which from the Romans have passed into English. I say that these classes have made an excellent use of the time allotted for reading history, and I feel confident that many of the scholars will never forget the interesting facts they have

read. If there is, on the other hand, a class in which hardly a single scholar knows the difference between *Patricians* and *Plebeians*, or the name of any illustrious Roman, or the meaning of the words *consul*, *dictator*, *senate*, *veto*, etc., it must be assumed that this class has not read Roman history in an intelligent and profitable manner. In some classes, sufficient care had not been taken by the teachers to secure a correct pronunciation of the propernames. Among the words frequently mispronounced by entire classes, I remember *Chaldæa*, and *Magna Charta* (giving to the *ch* the sound it has in *chart*), *Aristides* (pronouncing the last *i* short and placing the accent on the second syllable, instead of the third), *Palestine* (pronouncing the *i* short), and many others. I have, during the past year been strengthened in the conviction that history, in the hands of an intelligent teacher, becomes one of the most fascinating of studies for children; but it needs, especially if it is only read in course, illustration and explanatory remarks, on the part of the teacher. Where these are entirely wanting, the knowledge gained by historical reading is likely to be but little understood, to be soon forgotten, and to be of no permanent advantage. In some of the classes which I examined, I was quite agreeably surprised by the very extensive knowledge of the history of both ancient and modern nations which some scholars had derived from reading, at home, juvenile literature. These cases afford an interesting illustration of the immense value which a judicious selection of books for home reading might have for the mental development of a large portion of our youth. It is to be regretted that, in consequence of the want of good school libraries, principals and teachers cannot encourage the eagerness of hundreds of scholars to read inter-

esting juvenile works on historical subjects as efficiently as they themselves desire."

ETYMOLOGY.

Etymology, or the analysis of English words, occupies an important place in our school curriculum, as constituting an important part of the science of our composite English speech. Assistant Superintendent Schem has had the supervision of this subject, in regard to which he submits the following considerations: "The study of English etymology, or *word building*, affords to the teacher an excellent opportunity for applying the fundamental principles of a thoroughly rational and developing method of instruction. When the scholars of the fifth grade are introduced into a knowledge of all the important prefixes and suffixes of their language, they fully understand the meaning of a number of words containing these prefixes and suffixes, and therefore have an implicit, though not explicit, knowledge of the latter. They know what the words *teacher, sailor, agent, beggar, or asleep, dishonest, incorrect, misconduct, uncertain, mean*, but they would have never thought of the power of the suffixes *er, or, ent, er*, or the prefixes *a, dis, in, mis, un*, unless the teacher had called their attention to it. The children soon comprehend that a knowledge of these little syllables immensely adds to their knowledge of language. The discovery is for them a source of great delight, and their delight, of course, is the greater the more clearly they understand the discovery. It is, therefore, in the study of prefixes and suffixes, a matter of the utmost importance that only words should be chosen or admitted as examples, especially in the first stage of instruction, which fully illustrate to the youthful scholar the meaning of the prefixes

and suffixes. It is perfectly clear to his mind that *teacher* is *one who teaches*, but that the *er* in *grocer* has the same meaning is by no means equally clear; and if, exclusively or chiefly, words of the latter class are used, the scholar, instead of exercising his faculty of thinking, will fall into the habit of a mechanical memorizing. The more strictly the teacher, especially at the beginning of this study, adheres to the demand that the scholars must not only know the meaning of the prefixes and suffixes, but also the radical part of the words which they adduce as examples, the more will they be guarded against the danger of coining new words not in actual use, or of using words which they do not understand. A mistake of frequent occurrence in teaching prefixes and suffixes is the injudicious order in which they are taken up. In one class which had nearly finished the fifth grade, I found that the scholars had only learned *ian* as a suffix meaning *one who*, and that hardly any of them thought of the more common *er*, *or*, and *ar*. In another class *subter* was one of the few prefixes the scholars had learned, and not one of them was able to give a correct example; the word which some of them adduced being *subterranean*, and of this none of them knew the meaning. While, in all branches of study, the educator will expect and the examiner will demand from the scholars of any grade, a knowledge of the main substance of the work of the lower grades, this should specially be done in the study of Latin roots. When, in the fourth grade the study of these roots is begun, it is not possible for a scholar to acquire a knowledge of all the principal derivatives without possessing a good knowledge of all the prefixes and suffixes. This point had been overlooked by several teachers of the fourth grade. Thus I found in one class that

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"While thus referring to mistakes that have been made in some of the classes, it affords me all the greater pleasure to state that the general results of the study of etymology are of the most satisfactory character. As this is the first year in which etymology has been taught according to the new course of studies, it may reasonably be expected that the results of the following year will considerably exceed those of the present."

ELEMENTARY SCIENCE.

Oral instruction is given in each grade of the course in some department of elementary science. During the year, 1345 classes were examined that had been instructed in this manner; and of these, 664 were reported as *excellent*, 550 *good*, 122 *fair*, and 9 *indifferent*. This shows an average result of 85 per cent., which is the same as last year. Of 61 classes examined in astronomy, 23 were reported as *excellent*; 32 *good*; and 6 *fair* or *indifferent*. This subject receives but little attention, comparatively speaking, at the present time. It is to be hoped, however, that, in future, its due place in the *first grade* will be observed, and that pupils will be permitted to remain a sufficient length of time in the grade to accomplish all that is prescribed. In relation to this department of instruction, which has been under the exclusive supervision of Assistant Superintendent Harrison, I submit the following remarks and suggestions of that officer:

"I have uniformly invited the teachers of the several classes to state to me the limits within which these exercises had been given, the leading topics, the number of lessons per week, and their length. Each teacher has then, at my request, given a

brief review of the class on some selected topic or topics. I have particularly stated that my object was not to find out how much the pupils knew, but to learn in what manner they had been taught, in what manner reviewed, and any other point or fact which would more fully illustrate the teacher's method. The guiding principles in judging the character of the results of the teacher's work have necessarily been those laid down in the Teachers' Manual (1873), for the guidance of both teachers and Assistant Superintendents, as follows:

“ ‘The leading objects in this branch of education are to cultivate habits of observation and reflection, and to give facility in oral description.—The language used by the pupil must be entirely his own.—Avoid everything tending to convert these lessons into recitations of set forms of words.—The process employed will present two distinct stages; first, the analytical, or preparatory, for the discipline of the powers of observation and reflection.—These exercises are conversational, not catechetical.—The second, or review stage, is based upon the results of the first; and furnishes the principal discipline of the power of description, or oral statement. The second stage is much the more important, and, when properly employed, is unequaled, as a means of mental training, by any other exercise required by the course of study.’

“It would seem that these explicit directions of the Manual of Instruction, followed as they are by a somewhat elaborate explanatory statement of the method by which they are to be practically applied, could hardly leave room for any important misconception in regard to their character and purpose. I

regret to report that these explicit directions are quite often misconceived, overlooked, or neglected. In the schools and classes examined since the summer vacation, only here and there a department, or a few classes in a department, show that the teachers have clearly understood the nature of the requirements. In these exceptional cases, most excellent work has been performed; and the interest which the pupils manifest, the spiritedness of their responses, their extended oral and written description of the facts which they knew, and the obvious spontaneity of their language, give abundant proof, not only of the high educational character of these exercises, but also of their easy practicability. 'On the other hand, in a large number of classes of the highest primary and lowest grammar school grades, I find that 'the language used by the pupil' is seldom or never 'his own;' that the lessons are perverted into dreary and frequent repetitions of 'set forms of words;' that whole classes can commence with a given topic, whether it be an 'article of food, clothing, building materials, animals, plants, or minerals,' and recite in concert for minutes together; and that this last accomplishment is the only form of 'concerted oral description' of which they have any idea. It is unnecessary to characterize such a procedure further than to say that it involves a very large amount of labor, and a wretched waste of the time of both pupils and teachers. Between these two extremes, every degree of success and failure may be found.

"The chief causes of this state of things, though various, are not far to seek. The 'general suggestions' applicable to all grades were necessarily printed in the Teachers' Manual, with

the specific requirements of the eighth grammar grade. Many teachers of the seventh and succeeding grades either had not read these general suggestions, or supposed that they referred to the eighth grade only. If this was an oversight it can readily be remedied in the revised edition of the Manual. Again, it was but too evident that many teachers have neglected to possess themselves of a reasonable amount of accurate knowledge of the simple outlines of the subjects they are called upon to use as the basis of these oral lessons. I would suggest that, under the requirements for each grade, the revised Manual should furnish a list of simple and readily obtainable works, illustrative of the subject for these grades, and a corresponding list of articles in the cyclopædia and other reference books already furnished to the schools, at large expense, for just such purposes. Another cause is an honest misconception of the leading purpose of these lessons, many teachers evidently supposing that the chief purpose is to give information, to store the memory with facts, rather than to develop and strengthen the mind by a disciplinary process. The best plan to remove these misapprehensions and to correct the various perversions and deficiencies already referred to, will be to insert a limited number of model lessons in the Manual of Instruction, and to supplement them by a series of expository lectures to teachers at the Saturday sessions of the Normal College. I am glad to learn from the highest authority that such a course of lectures will be begun early in the coming year. I sincerely hope that the teachers will very generally avail themselves of the valuable opportunity thus afforded.

It is greatly to be desired that the teachers and pupils of our city schools should make more use of the advantages presented

by the Central Park, the Aquarium, and other collections, for the study of natural history. To this end a classified catalogue of the zoological specimens in the Park is greatly needed. It should give in synoptical form orders, genera, species, habitat, and other interesting information. A similar catalogue of the trees, shrubs, and other plants of the Park is equally needed. It would be easy to devise a simple system of letters and numbers, to be affixed to or near a sufficient number of specimens, with a corresponding notation in the catalogue. At an insignificant expense our noble park would thus be utilized as an important and more definite factor in our system of public education.

“The special purpose and necessary limits of this report do not permit a full exposition of the nature and scope of the exercises comprehended under the name of oral lessons. It is, however, not inopportune to say that, when this department of the course of study is carried into full and efficient operation, it will and must exert a marked and highly beneficial effect upon the exercises in history, descriptive geography, astronomy, composition, and all others in which the pupil is required to make a consecutive oral or written statement of the facts and ideas he has acquired, whether from his text-book or from other sources.

“The oral lessons of the higher grades require special mention. Both the natural philosophy and the astronomy are left optional by the phrase ‘by oral lessons or with text-books.’ Much of the best work in natural philosophy is found in those classes where the oral method has been pursued. In these classes there is usually an abundance of effective apparatus, home-made and costing nothing. In the examination and review, the teacher be-

gins with some simple experiment, performed either by himself, or, more frequently, by a member of his class. It may be the fall of a marble or of a drop of fluid ; the swing of a pendulum ; the dropping of a pebble and a cork into a basin of water ; the explosion of a pop-gun ; the lighting of a match ; a look through a prism ; the swaying of a knitting needle under the effects of a toy magnet ; or any other of a thousand common phenomena. From this, as a true objective basis, the review proceeds. The intense interest and the ready and intelligent responses of the class are eloquent testimony as to the efficiency of the process. On the other hand, I find that, with few exceptions, a text-book acts as a clog to progress. The teacher seldom or never makes use of experiments, or else confines them to the simplest given in his text-books. In a large number of such classes, the exercises consist mainly, or altogether, of a dreary series of definitions and well-worn statements from the book, essentially *verbatim*. The field covered is necessarily very limited, and the results unsatisfactory."

OBJECT TEACHING.

Suitable provision is made for object teaching in the new course, and Assistant Superintendent Calkins says: "I am happy to report that the number of teachers who make an intelligent use of object lessons is increasing from year to year. No one can deprecate more earnestly than I do the fact that the number of teachers whose attempts at object teaching are of little value is still so large. A mechanical manner of giving object lessons and mere formal exercises, as a pretense for object teaching, are just as useless as the mechanical or rote teaching of any other subject."

DRAWING.

The new course of instruction has not been in operation a sufficient length of time to admit of a detailed report of results. This subject has been placed under the supervision of Assistant Superintendent Jasper, who makes the following statements and recommendations :

"The new course of study, making drawing a regular and graded study in the Grammar and Primary Schools, has introduced a reform which was very much needed, as previously the work was not uniform, and the grading was left entirely to either special teachers, principals, or class teachers. In the six primary grades, and in the lowest grammar grade, the drawing prescribed consists of straight lines, angles, and geometric forms, in which the straight line alone appears. Pupils should not be kept too long on the same copy, as by so doing they lose interest, and the lesson becomes a severe task in place of a pleasant exercise. When cards are given on which are printed the design of the drawing to be delineated, the pupils should be taught that these are only models, and that the drawing on the slate or paper should be two, three, or even four times as large as the copy, thus teaching *enlargement*. The teachers, from the blackboard, can teach *proportional reduction*, another important element.

"Let the teaching be class teaching, as in other studies, with all the pupils drawing the same figure at the same time and in accordance with the same rule and requirements. Individual instruction in the intermediate and lower classes would be so much time wasted. All the classes, except the three higher of the grammar department, should be exercised monthly in all the requirements of the grade.

"I find that some principals and teachers construe *form*, in the graded course for Drawing, to be the same as *form* in the department of Object Lessons. Thus some of the primary teachers have required their pupils to draw cylinders, cones, prisms, etc. The delineation of these is taught in the grammar departments, and demands some knowledge of perspective.

"Until lately the Drawing was taught by special teachers, who labored under many disadvantages. They were required to teach perspective and its application in the drawing of natural objects, shading, etc., to pupils who could not draw a straight line or even give a definition of one. Under the present system the pupils of the lower classes will be taught the primary principles of Drawing. As they must show progress in order to be promoted hereafter, by the time they reach the higher grades they will have made the necessary preparation for the advanced character of the work of which the special teacher is in charge.

"I would recommend that in all departments where special teachers are employed they be held strictly responsible for the progress of the two higher classes and for the *methods* throughout the department, and that the regular teachers be responsible for the *results* in their respective classes.

"In regard to primaries, I can only report that the teachers have *simply commenced* the subject. In some of the grammar departments, where the principals have aided the special teacher, the work is of a very high order."

MUSIC.

The graded system of teaching music has made some progress during the year. Separate class instruction is, to some extent,

taking the place of the plan of teaching all the classes simultaneously, which was, but a short time since, the exclusive system employed. During the past two months, this department of instruction has been under the special supervision of Assistant Superintendent Harrison, who reports as follows: "In most instances the results are far from satisfactory. In many schools systematic instruction in this branch appears to be but recently begun. This was evident from the limited range of the lessons, and the predominance of exercises in definitions and in the simplest notation. In nearly all cases the exercises were very rudimentary, although musical instruction has been a part of the course of study for years. It is but just to state that the crowded condition of many schools and departments interferes greatly both with the teaching and the reviews of this subject. Where the teacher of music was not present, I requested the class teachers to give a review of one or more recent lessons, if such reviews by them were a part of the regular routine of the schools. In a few schools this has long been the course pursued, and the results are very commendable. Particular instances might be mentioned where this 'review' by the class teacher was evidently more efficient, more in accordance with the general principles of good teaching, than the original lesson. In the middle and upper grades many pupils were found to have a knowledge of the rudiments of music much in advance of that of their classmates, and evidently acquired at home. Many of the teachers have made good use of this material assistance in preparing and reviewing with the slate and blackboard, the lessons given by the music teacher. These reviews are not allowed to occupy more than a very few minutes of the time of the class. I regret to add that

culture of the voice in and by these exercises appears, in the male departments at least, to be greatly overlooked or neglected. A harsh, unmusical tone is too frequently predominant, especially in the singing at the opening exercises.

"I have carefully consulted the principals in order to obtain their views in regard to the instruction in music. These views are very various. Some have entered heartily into the plan of class-room reviews. Others find the pressure of other subjects upon the limited time too great to allow such reviews. Nearly all are dissatisfied with the general results. Most advise that the music be definitely graded, and that the specific requirements be inserted under each grade in the course of study, and in the Teachers' Manual. To this advice, in which I heartily concur, I would add that the By-Laws of the Board should more clearly define the principals' and class-teachers' positions in regard to the teaching and review of music; that this subject should be made an element in the examinations of candidates for teachers' licenses; and that the schools should be subjected to a frequent examination in music by an expert."

GERMAN AND FRENCH.

As German is now confined strictly to the three higher grades, the number of classes examined during the past year has been much smaller than during the previous year, having been reduced from 431 in 1875, to 124 in 1876. Of these, the instruction in 95 was *excellent*; in 22, *good*; and in 7, *fair*. Of classes, in French only 7 were examined, which were all reported as *good*. This language is now taught in 10 schools, while German is taught in 65 of the departments of Grammar Schools. I submit

the following report of Assistant Superintendent Schem in regard to these branches of instruction :

“ The position of the German language in our course of studies underwent, at the beginning of the year, a radical change. It not only became an optional instead of a general study, but while previously it had been taught in all the eight grades of the grammar schools, it was now restricted to the three higher. According to the former plan, the boys and girls going through an entire grammar school course studied German for four or five years, having on an average four lessons a week, of half an hour each. At present they receive instruction for one and a half or two years, and the aggregate time of the weekly recitations is limited to one hundred minutes. The reduction of time has made an entire change of the course of instruction necessary. Previously the aim of a class in the first German grade was a knowledge of the principal grammatical rules, both in etymology and syntax, a readiness in translating from the one language into the other, some practice in German composition, and some experience in German conversation, such as may reasonably be expected from a four years' practice. The present course of instruction carries the study of grammar only to the principal parts of irregular verbs, omits exercises in German composition, and leaves but little time for conversation ; but, on the other hand, expressly includes exercises in German etymology or word-building. As an examining and superintending officer, I have regarded it my duty to ascertain, first, what results have during the past year been attained, and, secondly, what results may reasonably be expected from competent teachers in future.

(1.) In regard to the first point, my reports on the examina-

tion of the German classes in the several schools show that a majority of the teachers have discharged their duties not only faithfully, but successfully, and that both their method of instruction and the discipline of their classes could be marked by me as *excellent*. As our German course of instruction points out the goal which must be attained, but leaves great latitude as to the way by which it is attained, there is a considerable difference in the methods of our German teachers. I regard this as not only entirely proper, but encourage it, as much as it appears to be consistent with the spirit of our course of instruction. In modern languages, as in other branches of study, the enforcement of a slavish conformity with any particular method of teaching can, in my opinion, only have unfavorable results. The more gifted a teacher is, the more he will develop his own method, being not only guided by the advice of distinguished writers, but by his own experience, and by a close observation of his own educational faculties. Thus, among our teachers of German and French, some chiefly excel in the colloquial exercises, others in the teaching of grammar, others in conducting the translating exercises. I have considered it a wise policy, as long as the general requirements of the course of studies are complied with, not to interfere with the method of any teacher, and to improve rather than to change it. At the same time, I am careful to call each teacher's attention to any deficiency that may be apparent in his method, as well as to the superior results that other teachers may have attained in one or several respects. Our teachers thus become generally acquainted with what is accomplished in the other schools of the city, and cannot but be anxious to occupy, in every respect, a rank among the first. The

consciousness of being a member of a grand educational system has had always and everywhere a stimulating influence, and the increasing systematization of the German instruction reflects itself in the most satisfactory manner in the character of instruction imparted in our schools. I feel no hesitation to repeat substantially in regard to the character of the German lessons in our schools the remarks made in my last annual report: 'The progress is noticeable in every school, marked in most, and exceeds my expectations in more than one.' As my reports on the several schools show, there are a few exceptions to the general praise which I feel bound to bestow upon the teachers and pupils of the German classes, and I cannot but express a regret that, when it is comparatively easy for the Trustees of a ward to secure the services of experienced and distinguished teachers, they should leave the instruction in the charge of teachers who have been proved by repeated examinations to be incompetent.

"The change in the German course of instruction lessens or removes some of the former obstacles to a steady progress of the German classes. As the study is made optional, the number of pupils who show an open dislike to it has been greatly diminished; the poorest scholars of the class are, in many cases, excused either at the request of the parents, or upon the advice of principals; new scholars who are admitted to advanced classes are also less troublesome, because they are only allowed to join the class in German if they are able by extra exertion to fetch up. Thus most of our classes are now much more homogeneous than in former years, and many of the difficulties which formerly prevented even the most competent teacher from accomplishing the course prescribed for a particular class in the specified time,

no longer exist. I would, however, on this occasion, call attention to a very serious drawback, which not only impedes the steady progress of the German and French classes, but which, as a flagrant violation of the first principles of sound pedagogy, cannot fail to have a generally injurious effect. I allude to the practice where there is a vacancy in the position of a German or French teacher, to let weeks or even months pass before filling it. Of course, during the interruption, children will forget much of what they have learned; the new teacher finds it impossible to finish the work of the several grades, and much valuable time and money are thrown away. It would be the easiest thing in the world to find suitable substitutes and to guard against any interruption, as the list of registered candidates for appointment is considerable.

“(2.) As this is the first year after the introduction of the new course of instruction, it may be expected that the results of future years may, in some particulars, exceed those reached during the past year by our best teachers. In the main, however, the limit of what can be attained can be fixed without difficulty. A good knowledge of the entire inflectional part of the German language, a good beginning in the understanding of easy selections from prose writers and poets, and some facility in understanding and answering a few German questions on familiar topics has been acquired by many of our pupils, and will be acquired to a still greater degree by classes which have competent teachers and are not interrupted in their studies. The addition of exercises in German etymology, or word-building, is intended to urge the constant comparison of German and English upon the attention of both teachers and pupils, and to make the study of the structure of

the German language more directly subservient to a better understanding of the English. On the results that may be obtained in this way, I cannot yet speak in the light of practical experience, though I fully agree with the opinion of these educators who believe that, hitherto in the teaching of German in English-speaking classes, the comparative element has been unduly neglected, and that, according to a fundamental principle of the developing method, the knowledge of the English language already possessed by the scholars can be turned to excellent use in learning both that which is like and that which is unlike the English in the German.

“The foregoing remarks apply to pupils who did not know any German when they began the study in the Grammar School. A very large proportion of our children, which I estimate at about one-third of the aggregate number of the scholars learning German, are, however, in a different condition, and are able to speak German when they take up at school the *A, B, C*. In many of the American cities, like Cincinnati, Cleveland, St. Louis and Louisville, separate classes are formed for this class of children, and results can on that account be attained with which our schools cannot possibly compete. As the time allowed for a German recitation is only twenty-five minutes, it is impossible for a German teacher to form his class into different divisions; and comparatively little attention can be given to develop those germs of knowledge which German-speaking children bring with them to school from the parental home. I have, however, called the special attention of our teachers to the recognized duty of a good educator to make use of every kind of knowledge already possessed by the child, and therefrom to develop the speaking

knowledge of German possessed by a large portion of their classes as much as time will allow. The colloquial exercises prescribed in our course, and, to a much higher degree, home exercises in writing, may be adapted to the German-speaking division of the class; and experiments will in this way be made on a large scale as to what extent the knowledge acquired at home may be turned to advantage, and improved.

“The study of German appears to remain popular among both pupils and their parents, as may be inferred from the fact that, although it has ceased to be obligatory and become optional, the percentage of scholars taking part in it shows hardly any decrease. In about one-half of all the German classes of this city, not a single child has asked to be excused from it, the majority of those who are excused being new scholars.

“In my last annual report I called attention to the want of a course of instruction for our French classes. The Board of Education has, since then, supplied this want by adopting a course of instruction, which is substantially identical with the new German course. French is now taught in the three highest, instead of as before, in the two highest grades, and results, therefore, may hereafter be attained equalling those of the best German classes. This can, of course, be only accomplished if the full time allowed by the new course of studies is earnestly devoted to it. Thus far, in most of the schools which have introduced French, it does not receive the same amount of fostering care which German enjoys in many of our schools, and without which no study, be it regular or optional, can flourish. Instead of the four recitations of twenty-five minutes each for which Art. 160 of the By-Laws of the Board of Education provides, some of the schools

assign to it only two recitations, or even one, a week, and restrict it, as heretofore, to the two highest grades. All the French classes of the city are taught by teachers who are both faithful and competent. The best written translation from English into one of the two modern languages was furnished by one of the French classes; but the average mark of the French classes was inferior to that of the German classes. In general, the course of instruction in the two modern languages is now so uniform that many of the remarks made on the German classes apply fully as much to the French."

EVENING SCHOOLS.

The examinations held in the Evening Schools, during the term ending in February last, showed the following results:

Of 260 classes examined, the instruction in 152 was found to have been *excellent*, in 97 *good*, and in 1 *fair*. Of all these classes, together with eight others inspected without minute examination, the discipline was reported as *excellent* in 207, as *good* in 57, and as *fair* in 4. It will thus be seen that only 1 class was found to be deficient in scholarship, and only 4 in discipline—a result which compares very favorably with those reported in the day schools.

The following table exhibits these results in detail:

SCHOOLS.	INSTRUCTION.					DISCIPLINE.				
	E	G	F	I	Total	E	G	F	I	Total
Male.....	54	40	5	1	100	62	33	4	....	99
Female.....	98	53	4	....	155	142	22	....	....	164
Colored.....	....	4	1	....	5	3	2	....	....	5
Total.....	152	97	10	1	260	207	57	4	....	268

The *general management* in 28 of the schools examined was reported as *excellent*, in 5 *good*, and in 1 *fair*.

The following table shows the number of pupils enrolled in all the evening schools, exclusive of the Evening High School, during the term of 1875-76, their age, attendance, previous attainments in scholarship, &c.

EVENING SCHOOL STATISTICS, 1875-76.

	Male.	Female.	Colored	Total.
Whole number of Pupils enrolled.....	14,725	5,620	331	20,676
Number under 12 years of age.....	....	18	....	18
Number over 12 and under 16.....	7,475	3,857	43	11,375
Number over 16 and under 18.....	3,303	951	43	4,297
Number over 18 and under 21.....	1,810	405	50	2,265
Number over 21.....	2,110	389	195	2,694
Largest number in attendance at any session....	7,993	3,535	136	11,664
Average attendance for the term.....	6,209	2,734	95	9,038
Number that attended less than one month.....	4,650	1,583	156	6,389
Number that attended the whole term.....	4,766	2,446	106	7,318
Number admitted that could not read.....	716	357	59	1,132
Number admitted that could not write.....	898	484	86	1,468
Number who had attended Grammar Schools....	8,166	2,318	58	10,542
Number who had attended only Primary Schools	2,413	1,668	3	4,084
Number discharged for misconduct.....	364	18	5	387
Number who received certificates for good conduct	2,592	1,750	67	4 409
Number of German pupils studying English.	1,337	307	..	1,644
Number of other foreign pupils studying English	651	135	6	792

During the previous term, the number enrolled was 22,548, and the average attendance was 9,342, or about 41½ per cent. of the enrollment. During the term of 1875-6, the average attendance was nearly 44 per cent. of the enrollment. This is only 6 per cent. less than the average attendance in the day schools as compared with the total enrollment. It is to be re-

gretted that a larger proportion of the pupils who connect themselves with the Evening Schools at the commencement of the term, cannot be induced to continue their attendance during the term; but it is a fact worthy of serious attention, on the part of those who doubt the usefulness of this part of our common school system, that 7,318 pupils attended during the whole term, nearly all passing an excellent examination in their respective grades at the close, and 4,409 receiving certificates of merit. The remarks and suggestions of the Assistant Superintendents who visited and examined these schools are of interest. I submit the following extracts: "Improvement, in some important respects," says Assistant Superintendent Fanning, "has been noticed in the Evening Schools. The punctuality of the pupils, and the general order and discipline, have steadily advanced—most of those under instruction in these schools, during the present season, having enrolled themselves as pupils apparently for the commendable and sole purpose of giving attention to those necessary studies which, by various circumstances, early in life, they were prevented from pursuing or completing in the day schools.

"A correct classification of the pupils has been more strictly insisted upon or enforced than formerly; and while the numbers now attending the Evening Schools may, from various causes, not be as great as in years gone by, yet the *desire to learn*, as intimated, appears to be now general among those who do attend. In many of these schools, the improvement in penmanship, as well as in arithmetic, has been of a marked and decided character; and there is no good reason why progress in *all* the branches may not soon be found to be equally creditable. To

ensure such results, however, there is needed a more definitely outlined Course of Instruction. Such a course, brief and comprehensive, in the hands of our efficient teachers, and under the able supervision of the Evening School Committee, and the frequent visits and inspection of the Board and of the Examining Officers, would soon cause our Evening Schools, like our Day Schools, to render to the community a proper return for their cost."

"Young children under fourteen years of age," remarks Assistant Superintendent Jones, "who are engaged in stores, factories, or in mechanical employments, are too fatigued by the labors of the day to occupy their minds with the studies of the school. These are not present over half of the time, and while there do more to annoy the teachers than any other class of pupils. When absent they are playing in the streets, learning habits of the most demoralizing character, their parents or guardians supposing that they are in school. I think it would be better for them and the schools if they should not be allowed to attend."

Assistant Superintendent McMullin reports as follows :

"The visits of inspection made shortly after the opening of the Evening Schools showed the order to be good or excellent, and the classification quite thorough. The propriety, intimated in a previous report, of appointing visiting officers in each school or ward, with the view of curing the crying evils of absence, lateness, and desertion, is again suggested."

EVENING HIGH SCHOOL.

This institution has held its usual sessions during the past

year, but as I have not been able to supervise its operations, no report of its condition is submitted.

SANITARY CONDITION OF THE SCHOOLS.

The new regulation for the prevention of overcrowding cannot but have an important effect upon the sanitary condition of the schools. Assistant Superintendent Fanning, to whom has been assigned this branch of inspection, reports as follows: "Under your direction, I have, in connection with other duties, carefully observed the sanitary condition of the school-houses and premises, more particularly the portions immediately connected with the Grammar Departments. Some class-rooms—few, however, in the departments mentioned—were found to be overcrowded, which fault will be remedied, I suppose, as soon as practicable. A few of the school-buildings have class-rooms that are insufficiently lighted, or the windows and desks are so placed as to cause the pupils, while engaged in reading, and in some other exercises, to assume and retain postures injurious to health and proper growth, such as stooping or bending forward leaning to one side, &c., in order to have sufficient light thrown upon book, paper or slate.

"It may be very difficult now to remedy both of these defects found in some of the present school-buildings; but it is eminently desirable that, in the construction of *new* school-houses, these and other highly important sanitary features should never be allowed to be overlooked or to be set aside for any mere outward adornment.

"The modes of egress from our school houses, with doors

opening outwardly, are in most cases ample, and particularly so where the schools are under skillful management. The pupils' stairs and stair-cases, in most instances, are fire-proof, most of them being of brick and stone. In my judgment, however, there should be *no* exception in this matter of fire-proof stairways for the pupils, especially for those who occupy the upper floors of the building.

"It gives me pleasure to state that the practice, which was quite common heretofore, of keeping children sitting or standing very long in one position, and at times with arms folded tightly, is now to a very creditable extent carefully guarded against. Most of our teachers realize the importance, as well as the advantage, in the matter of discipline and in other respects, of causing young pupils to assume easy and natural, though orderly, postures, and the benefit resulting from the practice of frequently *changing* their position or posture. The simple drills and prompt and regular movements for the purpose indicated, not only add much to the bodily health of the pupils, but also tend to increase their mental activity, and to make their progress certain and commendable.

"How to secure effective *ventilation* in large buildings is still somewhat of an unsolved problem, at least practically. Our school houses, as a rule, have perhaps as good means of ventilation, as most public buildings. They have windows and doors, of course; and many, in addition, have registers and ventilating flues. The former, however, should be used with good judgment, particularly in winter. With some exceptions, these always available means for ventilation are thoughtfully and wisely used.

"The school rooms and premises, in most instances, are kept in a cleanly condition. Neatness and tidiness among the pupils appear to be properly and successfully encouraged. As has been stated by me on a former occasion, the *play-grounds*, in many instances, are small and inadequate. It is a source of regret that, years ago, when land was cheap, *six* or even *eight* city lots were not secured for each large school, instead of the almost stereotyped *four*—a number insufficient in a sanitary point of view, and particularly so where, in a city like ours, towering tenement houses are liable to be erected, as has been the case, so closely to some of our school buildings as seriously to interfere with the needed and proper amount of light and ventilation. In my judgment, *six* lots should be the *minimum* for all future sites selected for large schools."

NAUTICAL SCHOOL.

This school has held daily exercises on board the ship *St. Mary's* during the year, with an average attendance of 109 pupils, which shows an increase of 12 over that of last year. The school was carefully examined in May last, and the character of the instruction imparted was found to be excellent. The discipline of the school was also excellent. The school studies pursued are reading, spelling, arithmetic, geography, English grammar, penmanship, and map drawing. The evidence of efficiency thus presented, and the success of the pupils in the technical examinations to which they have been subjected, as well as the large number of pupils who have graduated during the year, as accomplished seamen, attest, in the most satisfactory manner, the high degree of success which has attended this experiment of nautical instruction and training in this port; and

the system, if continued, cannot but exert an important influence upon the commercial interests of the country.

CORPORATE SCHOOLS.

The schools under the care of the Board which bear this designation are those connected with the following institutions: New York Orphan Asylum, (1 school); Protestant Half Orphan Asylum (1 school); Leake & Watts Orphan House (2 schools); Colored Orphan Asylum (1 school); Roman Catholic Orphan Asylum (3 schools); House of Refuge (2 schools); American Female Guardian Society (11 schools); Ladies' Home Missionary Society (1 school); Five Points House of Industry (1 school); N. Y. Juvenile Asylum (1 school); Children's Aid Society (20 schools); N. Y. Society for the Relief of the Ruptured and Crippled (1 school); Hebrew Orphan Asylum (1 school). These schools are under the immediate control and management of their respective boards of trustees, by whom the teachers are appointed; but they are subject to the general supervision of the Board of Education and its officers, especially to secure a compliance with that section of the State law which prohibits the use of sectarian books, and the giving of sectarian instruction, in any of the public schools. These schools are taught by 197 teachers, of whom only 91 are licensed by State or city authority. All these schools have been visited and examined during the year, their discipline and modes of instruction being carefully inquired into. The following are the results as reported: Of 154 classes examined the instruction in 37 was found to have been *excellent*, in 101 *good*, and in 16 *fair*; while in 38 the discipline was *excellent*, in 85 *good*, in 34 *fair*, and in 1

bad. Considering the character of the pupils attending these schools, and the many difficulties which the teachers have to overcome in order to make their instruction effective, this result is a very commendable one. The schools of the Children's Aid Society are, as will be seen, more numerous than those of any other corporate school authority; and it is proper to say, that they are very well conducted, and carefully supervised. Of 55 classes examined, all, except 1, were reported as *excellent* or *good* in instruction, and 34 as deserving of decided commendation for efficiency of discipline. These schools are doing a very useful work in providing not only the means of instruction, but as far as is necessary and practicable, food and clothing, to thousands of destitute children, who could not, by reason of their extreme poverty, avail themselves of the benefits of the public schools. The schools of the Female Guardian Society are of a similar character, and although apparently not quite as efficient as those of the Children's Aid Society, deserve a generous support.

COMPULSORY ATTENDANCE.

It cannot be said that the Board of Education has been, in the least, derelict in the discharge of the duties imposed upon it by the "Act to secure to children the benefits of an elementary education." Indeed, in no other part of the State have any practical steps been taken to enforce its provisions. The amendments to the law enacted May 20, 1876, which strengthened considerably the powers of the Board to enforce these provisions, has, to a slight extent only, as yet, been made available; and, doubtless, there are thousands of children employed in stores, factories, workshops, and street occupations, who, although

between the ages of eight and fourteen years, receive no school instruction. Through the efforts of the agents of truancy, many truant children have been restored to the schools from which they had absented themselves, and some new pupils have been brought into the schools. I cannot find, however, from the reports of the principals, that the number of the latter is considerable. The returns, indeed, show that the whole number, in all classes of schools, is only 743 : in the Male Grammar Schools, 40 ; in the Female Grammar Schools, 1 ; in the Primary Departments and Schools, 133 ; in the Colored Schools, 4 ; and, in the Corporate Schools, 565. The fact is, there are, at present, insuperable obstacles to the full inforcement of this law : (1) the impossibility of ascertaining with any degree of accuracy what children, liable to its provisions, are engaged in various occupations, without a much larger number of agents than probably could be employed ; (2) the difficulty of retaining the wayward, unruly, and truant children in school after they have been placed there ; and (3) the want of a special provision for vicious and depraved children who cannot be admitted into the public schools, because their influence upon the other children would work immeasurably more harm to the community than the evil which this law is designed to cure. At present, notwithstanding the faithful and laborious exertions of the officers in charge of the truancy department, I do not think the results are at all commensurate with the expense incurred. Certainly, when so many children are refused admission to the schools for the want of suitable accommodations, as have been above reported, it would seem to be better policy to appropriate the money thus expended to the building of additional school-houses, now so

much needed in the upper wards of the city. I am by no means insensible to the need of suitable provision for the arrest of vagrants and truants ; but I have been at a loss to perceive that the results of the operation of the new law have been any more satisfactory than were those accomplished by the truant officers formerly detailed for this service by the Police Department ; and the arrest of street vagrants seems more appropriately to belong to that department than to the department of public education.

Respectfully submitted,

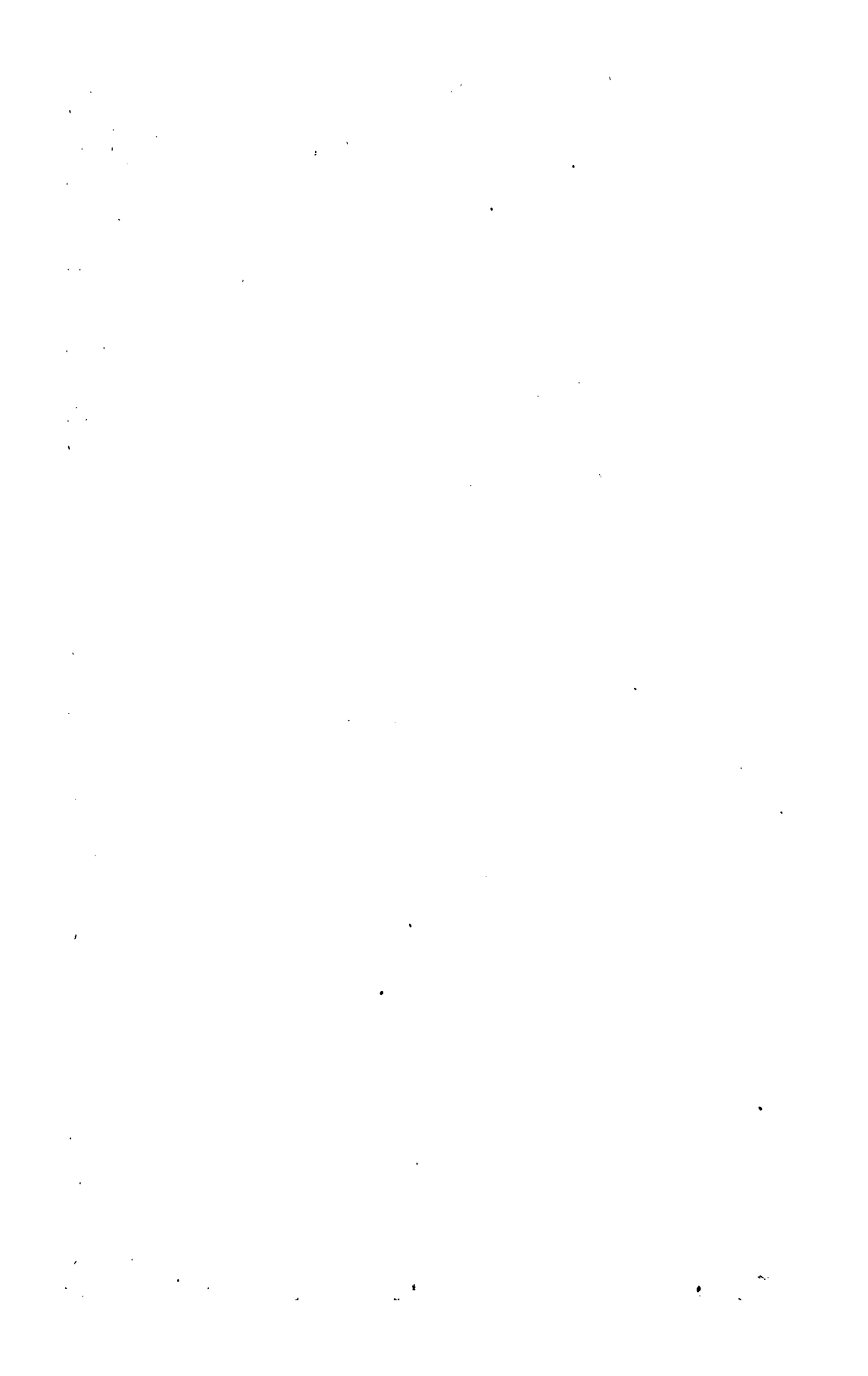
HENRY KIDDLE,

City Superintendent.

REPORT

OF THE

President of the Normal College



COURSE OF STUDY

FOR THE

NORMAL COLLEGE.

GRADE I. FIRST YEAR—FIRST TERM.

1. *Latin*.
 2. *History*.—Outlines of Ancient History.
 3. *German or French*.
 4. *Algebra*.—Simple Equations, Involution. Evolution and Radicals.
 5. *Geometry*.—Plane.
- Music, Drawing, English Composition and Penmanship.

GRADE II. FIRST YEAR—SECOND TERM.

1. *Latin*.—Continued.
 2. *History*.—Outlines of Ancient History, Continued.
 3. *German or French*.—Continued.
 4. *Geometry*.—Plane, continued and completed.
 5. *Physics*.—Heat, Electricity and Mechanics.
- Music, Drawing, Penmanship and English Composition.

GRADE III. SECOND YEAR—FIRST TERM.

1. *Latin*.—Easy Selections from Classic Authors.
2. *History*.—Outlines of Modern History.

3. *German*.—Grammar and Reader. Conversation, or
French.— “ “ “ “
4. *Algebra*.—Quadratics.
5. *Physics*.—Light and Sound.
Music and Drawing, English Composition and Botany. Two Lectures
per week.

GRADE IV. SECOND YEAR—SECOND TERM.

1. *Latin*.—Extracts from Cæsar, Sallust and Cicero.
2. *Rhetoric and English Composition*.
3. *German*.—Grammar and Reader, Conversation, &c., or
French.— “ “ “ “ “
4. *Astronomy*.—Mathematical and Descriptive.
5. *Chemistry*.—Notation, Nomenclature and Atmospheric Elements.
Music and Drawing, Geology and Mineralogy. Two Lectures per
week.

GRADE V. THIRD YEAR—FIRST TERM.

1. *Latin*.—Virgil, Book I.
2. *English Language and Literature*.—Simple Outlines, with Composi-
tion.
3. *German*.—Grammar Completed, Reader, Conversation, or
French.— “ “ “ “
4. *Physics*.—Electricity, Galvanism and Magnetism.
5. *Astronomy*.—Mathematical and Descriptive, Continued.
Music and Drawing. Zoology, Two Lectures per week.
Review of subjects prescribed for the Primary and Grammar School
Grades, with the method of teaching them. Two hours each
week.

GRADE VI. THIRD YEAR—SECOND TERM.

1. *Latin*.—Virgil, Continued.
2. *Intellectual Philosophy, and Theory of Teaching*.
3. *English Language and Literature*.—Continued, with Composition.
4. *German*.—General Review of Grammar. Translation of Select Passages ; Conversation, Outlines of German Literature.
Or,
French.—General Review of Grammar, etc. Outlines of French Literature. Conversation.
5. *Physics*.—Astronomy, General Review.
Music and Drawing. Physiology. Two Lectures per week.
Review of Subjects prescribed in Primary and Grammar Grades for Common Schools, with the method of teaching them. Two hours each week.

Practice to be afforded in the Model School under the guidance of teachers of experience.

No lessons for home study to be assigned in Music, Drawing or Composition, in any of the Classes or Grades.



REPORT.

NEW YORK, DECEMBER 30, 1876.

The Honorable the Board of Education :

GENTLEMEN : As required by law, I hereby present the Annual Report of the Normal College for the year ending December 31, 1876.

Number of Students on Register Dec. 31, 1876.....	1,409
“ “ “ “ “ “ “ “ 1875.....	1,310
Increase of number on Register.....	99
Average attendance for 1876.....	1,217
“ “ “ 1875.....	1,071
Increase of average attendance.....	146
Number of students who graduated and received teachers' certificates in 1876.....	233
Number of students admitted during 1876.....	750
“ “ Colored students admitted during 1876.....	4
“ “ Students admitted by competitive examination from the public schools.....	696
Number admitted by special examination, as directed by the Committee on the Normal College.....	54
Number discharged by graduation.....	233

Number discharged for other causes.....	420
“ of students in the Fifth (highest) Grade.....	248
“ “ “ “ Fourth Grade.....	96
“ “ “ “ Third “	336
“ “ “ “ Second “	175
“ “ “ “ First “	554

SATURDAY SESSIONS.

Whole number taught during 1876.....	600
“ “ “ “ 1875....	560
Increase in whole number taught.....	40
Average attendance for 1876.....	504
“ “ “ 1875....	393
Increase of average attendance.....	111

TRAINING DEPARTMENT.

Whole number on Register during 1876.	892
“ “ “ “ 1875....	803
Increase of Register.....	89
Average attendance for 1876.....	744
“ “ “ 1875.....	517
Increase of average attendance.....	227

Total number on Register in the College, including Saturday Sessions and Training Department.....	2,901
Total increase of Register during 1876.....	228
“ average attendance including Saturday Sessions and Training Department.....	2,521
Total average attendance for 1875	2,102
“ increase of average attendance ..	419

**SHOWING THE ADMISSIONS FROM THE FEMALE GRAMMAR
SCHOOLS, JUNE, 1876.**

Grammar School Number.	No. admitted.	Grammar School Number.	No. admitted.	Grammar School Number.	No. Admitted.	Grammar School Number.	No. Admitted.
1	15	23	5	45	31	67	none
2	9	24	4	46	6	68	3
3	16	25	10	47	75	Col. 1	1
4	none	26	Boys	48	26	" 2	none
5	none	27	7	49	20	" 3	3
6	none	28	12	50	30	-----	.
7	none	29	1	51	none		
8	10	30	10	52	none	Total	700
9	5	31	Boys	53	24		
10	12	32	Boys	54	6		
11	Boys	33	25	55	Boys		
12	11	34	4	56	27		
13	17	35	Boys	57	Boys		
14	12	36	1	58	Boys		
15	13	37	23	59	30		
16	Boys	38	7	60	6		
17	43	39	18	61	2		
18	21	40	Boys	62	2		
19	6	41	24	63	8		
20	8	42	18	64	6		
21	5	43	none	65	2		
22	8	44	8	66	3		

SHOWING THE ADMISSIONS FROM EACH WARD, JUNE, 1876.

WARD.	1873.	1874.	1875.	1876.	GAINS.	LOSSES.	Total since 1873.	RANK.
First.....	3	none.	none.	1	1	.....	4	22
Second.....	none.	none.	none.	none.	.....	.....	none.	
Third.....	none.	none.	none.	none.	.....	.....	none.	
Fourth.....	7	7	17	15	.....	2	46	16
Fifth.....	14	7	12	8	.....	4	41	18
Sixth.....	3	7	3	9	6	.....	22	21
Seventh.....	11	11	10	20	10	.....	52	13
Eighth.....	6	11	16	17	1	.....	50	15
Ninth.....	36	45	42	40	.....	2	163	8
Tenth.....	6	32	5	26	21	.....	69	11
Eleventh.....	3	2	32	22	.....	10	59	12
Twelfth.....	54	48	53	56	3	.....	211	4
Thirteenth.....	3	14	17	4	.....	13	38	19
Fourteenth.....	10	15	4	15	11	.....	44	17
Fifteenth.....	83	72	63	87	24	.....	305	1
Sixteenth.....	36	43	77	58	.....	19	214	3
Seventeenth.....	20	27	33	33	.....	.....	113	9
Eighteenth.....	17	39	25	30	5	.....	111	10
Nineteenth.....	43	76	98	83	.....	15	300	2
Twentieth.....	44	50	54	51	.....	3	199	5
Twenty-first.....	62	36	38	32	.....	6	168	7
Twenty-second.....	25	39	56	60	4	.....	180	6
Twenty-third.....	.....	13	14	10	.....	4	37	20
Twenty-fourth.....	.....	18	14	19	5	.....	51	14
Colored Schools	9	8	4	4	.....	.....	25	
					1	1	1	
TOTALS.....	495	621	688	700	91	79	2,504	

**SHOWING THE ADMISSION FROM THE EIGHT SCHOOL DISTRICTS,
1873, 1874, 1875 AND 1876.**

SCHOOL DISTRICT.	WARDS.	1873.	1874.	1875.	1876.	Gains of '76 over '75.	Losses. of '76 over '75.
First.....	1, 2, 3, 4, 5, 6, 8,	33	33	48	50	2	--
Second.....	7, 10, 13, 14,	30	72	36	65	29	--
Third.....	9, 16,	72	88	119	98	--	21
Fourth.....	11, 17,	23	29	65	55	--	10
Fifth.....	15, 18,	100	111	88	117	29	--
Sixth.....	20, 21,	106	86	92	83	--	9
Seventh.....	12, 19, 22.	122	163	207	199	--	8
Eighth.....	23, 24,	--	31	28	29	1	--
Colored Schools.....		9	8	4	4	--	--
Totals.....		495	621	688	700	61	49

**SHOWING THE NUMBER OF STUDENTS STUDYING THE FRENCH
AND GERMAN LANGUAGES.**

	Register.	German.	French.
Senior Classes.....	248	189	59
Junior Classes.....	454	327	127
Introductory Classes.....	558	299	259*
Introductory Classes of 1875.....	1,260 188	815 131	445 57
Totals.....	1,448	946	502

*One hundred and forty-two of the students admitted in June did not enter the College in September.

SHOWING THE NUMBER PROMOTED IN EACH GRADE AND CLASS
JUNE, 1876.

Class.	Register, June, 1876.	Number Promoted.	Number not Promoted.	Class.	Register, June, 1876.	Number Promoted.	Number not Promoted.
A6,	51	51	0	A2,	51	47	4
B6,	48	48	0	B2,	53	22	31
C6,	50	49	1	C2,	49	43	6
D6,	37	37	0	D2,	48	43	5
E6,	49	48	1	E2,	45	38	7
				F2,	42	31	11
				G2,	44	38	6
				H2,	51	35	16
	235	233	2		383	297	86
A4,	45	31	14				
B4,	44	37	7	A1,	51	31	20
C4,	48	45	3	B1	46	43	3
D4,	43	39	4	C1,	44	35	9
E4,	42	34	8				
	222	186	36		141	109	32
A3,	42	0	22	Total,	1,172	945	227
B3	46	18	28	Seniors,	235	233	2
C3	43	33	10	Juniors,	413	306	107
				Intro'y,	524	466	118
	131	71	60				

ADMISSIONS FROM THE PUBLIC SCHOOLS.

Seven hundred and seventy-six candidates from the female grammar schools sought admission, last June, into the Normal College. Out of so great a number only seventy-six were rejected. One hundred and two received an average of 90 per cent. or over,—a fact which sufficiently proves that the requirements for admission are not excessive or severe. Schools 4, 7, 43, 51 and 52, sent no candidates; nor has 51 sent any since 1871, School No. 47, in the 15th Ward, sent seventy-five candidates, and every one of them was admitted. This was the largest number sent from any one school. A candidate from No. 45, in the 16th Ward, received 97 per cent., which was the highest average attained. More than one-quarter of all the admissions came from schools above 40th street. The 19th Ward, in which the College is situated, had eighty-three candidates admitted, but the 15th Ward excelled this large number by three. On the whole, the scholarship of the candidates was better than heretofore, and evinced careful training on the part of the principals and teachers. I would recommend that more time be given to arithmetic and English grammar, in which there is still room for improvement.

GRADUATES OF 1876.

The last examination was the most successful the College has ever had. Two hundred and thirty-three (233) candidates for graduation, out of a total of two hundred and thirty-five (235), passed a most satisfactory examination, and every one of them received licenses to teach in the public schools. They were obliged to take an average of 75 per cent. in fourteen different

branches of study, and not to fall below that percentage in grammar and arithmetic, nor below 80 per cent. in spelling. The ordeal was a severe one; yet the standard ought not to be lowered. A foolish idea seems to prevail that a primary teacher can dispense with the higher studies. The truth is that this class of teachers, more than any other class, needs trained faculties and sound judgment; and these are only obtained by the discipline of hard and close study. Normal study and normal practice, to be effective, must be based on the broad foundation of a liberal education. This liberal education our graduates received; its effects will be felt in the schools before long, and we can afford to wait for results. The Normal College never pretended to turn out *experienced* teachers, for that would be simply absurd. Does the medical college, the law school, or the military academy turn out *experienced* physicians, lawyers or generals? Under the by-law by which the graduates are licensed to teach without a second examination, the City Superintendent and the President of the College have performed their functions in perfect harmony. If some plan could be devised by which four or five of the rudimentary or "review" studies could be disposed of at an examination in January, and the results counted in June, it would be a very great relief to the students of the graduating class. The mind is confused by the study of so many branches at the same time. While I admit the necessity of holding teachers responsible for thoroughness in the elementary subjects, particularly in *spelling*, *grammar* and *arithmetic*, which they may be obliged very shortly to teach in the public schools, some rule might be adopted by the Board by which the seniors might be permitted to concen-

trate their efforts on the regular studies of the course during the six months prior to graduation.

THE TRAINING DEPARTMENT.

As a primary school for the benefit of the people in the neighborhood, the Training Department has been very successful. Its attendance has steadily increased, and its grading and classification are very nearly perfect. In many other districts throughout the country the school authorities were compelled to abandon the training schools connected with the normal schools, because the parents objected to have their children experimented upon by young and inexperienced teachers. This difficulty in our case has been happily avoided by having each class presided over by a competent teacher, whose duty it is to instruct the children during at least three-quarters of the time. One-quarter of the time is given to the pupil-teachers to practice, but even then the class teacher is present and responsible. Indeed, the freshness and variety arising from the instruction of the pupil-teacher furnish a pleasant relaxation for the wearied little ones. My own observation leads me to conclude that the children enjoy the change.

During the past year the Training Department, as a school of practice, has become more efficient. The work has been more systematic and thorough; and yet I am forced to say that I am not quite satisfied. The rooms are too small; the children and the pupil-teachers are huddled together; and there are not half enough classes to enable the graduating class to practice the art of teaching. I would respectfully recommend that the main room (everywhere more ornamental than useful) be divided into four small rooms, by means of sliding glass doors; and that the

attendance be so limited that there shall be no occasion to use these four rooms as class rooms. If this were done, a single class could be divided into four small sections, varying in number from five to twenty; and to these sections pupil-teachers could be sent to learn the art of school government. A young lady, having learned to govern five, could be promoted to govern ten, twenty, a whole class. An experienced teacher can *see* five hundred as readily as fifty; an inexperienced teacher cannot see fifty, and is utterly bewildered at sight of five hundred. School government depends greatly on sharp eyesight. It seems to me that the plan above outlined would furnish the opportunity so much needed to acquire an easy habit of command.

The principal and the critic teachers have been faithful and efficient in the performance of their duties. The tutor in methods has supervised all the normal practice, in addition to her regular work in the College, and has given entire satisfaction.

THE STUDIES PURSUED IN THE COLLEGE.

LATIN.

The progress in the study of Latin has more than realized my expectations. In proof of this it is only necessary to mention the fact that in two recent competitive examinations for tutorships in this department the prizes were won by two graduates of the College.

Prof. Dundon reports as follows:

Mr. President:

The following report on the departments of Latin and English

Literature in my charge will, I trust, convey the information you require. Time, September to February, '76, '77.

Latin.—The *Æneid* II. and VI. Book.

The weight of instruction falls on the following points :

- 1st. Thorough drill in the verbs.
- 2d. Translation of Latin into English, preference being given to Saxon, rather than *Latinized* terms.
- 3d. English derivatives.
- 4th. Quotations.
- 5th. Beauties of the author, Similes.
- 6th. Syntax, Idioms, Mythology.
- 7th. Prosody, Conjugation, Synonyms.
- 8th. Translation—English into Latin.
- 9th. Roman Life, Manners, Literature, Art.

On details I need not enlarge. All these are known to you as well from the competition our students sustained on two recent occasions as from your frequent personal visits to the several classes.

FRENCH AND GERMAN.

From the reports of Professors Schlegel and Aubert it will be found that the progress in the modern languages has been very satisfactory. Two years ago the department of French had dwindled down to such an extent that I was forced to recommend to the Committee either to abandon the study altogether,

or to rehabilitate it. The latter course was pursued, Professor Eugene Aubert appointed, and a new impetus imparted to the entire department. Prof. Schlegel has been free to concentrate his energies on the German, and the result has been that the division of labor has conduced to the benefit of both languages. I wish to reiterate my statement, made on a previous occasion, that the former falling off in the French department was owing to no lack of zeal or enthusiasm on the part of Prof. Schlegel, but to circumstances beyond his control.

FRENCH.

Prof. Aubert reports :

It affords me much pleasure to be able to report that my department is in a very satisfactory condition.

The students are doing well. Though their number has increased since last year, there is much less friction and drawback. This is partly owing to an increase of zeal and efficiency on the part of the instructors. A marked improvement is also visible in their class government. It is exceedingly gratifying for me to bring this to your notice, as a proper co-operation of his assistants is of vital importance to the head of the department.

I supervise it as closely as possible. The programme of every day's recitation is drawn up by myself for the classes of every grade. Complete uniformity is thus secured. Every Monday a written report keeps me informed of the status of the different classes and the work done the week previous.

There is no occasion for a change in our general course of study. It is as simple and progressive, as comprehensive and practical as the time devoted to it permits. All my efforts, as well as my directions to the tutors, tend to make the study of French one of a really living idiom, valuable at any moment for purposes of immediate service and usefulness.

I would only add that for the comfort and satisfaction I experience in my work, I am much indebted to your personal influence on the whole institution. I feel like an officer under an able commander-in-chief, whose disposition and support are calculated to aid and further a loyal and effective performance of duty.

Prof. Schlegel makes the following report:

The classes of the first grade were taught by the Misses Constantini and Ebecke, those of the second by the Misses McDonough and Constantini, those of the third by the Misses Mitchels and McDonough, those of the fourth by Miss Mitchels, and those of the fifth by Professor Schlegel.

In the first grade reading, writing and the elements of grammar were taught, the same being continued in the second grade with the addition of simple conversation on ordinary objects. In the third and fourth grades two hours a week were devoted to grammar, one to reading, combining with it the committing to and reciting from memory of various pieces of poetry. During the latter part of the term conversations on such topics as would come under the daily notice of the students were introduced.

with very satisfactory results. In the fifth grade one hour a week was given to a general review of grammar, one hour to reading, and two hours to lectures on German literature, given in German, and showing the rise and gradual development of the language and its literature from the earliest period to the eighteenth century.

Last October Miss Friend, at her own request, was transferred from the German to the History Department, her place being filled by Miss Ebecke. The instructors have worked faithfully in and out of school hours, and have spared no efforts to bring about the best results.

It is rather unfortunate for the department that there is no harmony in the teaching of modern languages throughout the public schools. In some of the schools French is taught, in others German, and again in others neither of the two; the result is, that when the students enter the College, no reference being made in their grading to their knowledge of the languages, it is found necessary to commence at the very beginning, whereby a great number practically retrograde and lose a great deal of valuable time in the first grade.

ELOCUTION.

Miss Mary Willard, by authority of the Committee, was assigned to the department of elocution, and since September last has accomplished excellent results. I have closely inspected her method, and it meets my hearty approval.

Her plan is as follows :

1. She pays close attention to the quotations during the morning exercises, takes notes of all imperfections, and afterwards corrects these in the recitation-room.

2. *She teaches reading mainly without a book.* She compels the students to commit to memory suitable passages from the best authors, and these are spoken in her presence and in the presence of the class.

3. The criticism of the students is always called for, nay, the very reader is forced at times to criticise her own reading. She herself (Miss W.) gives the final criticism.

4. She avoids gesticulation, tragedy, and all the arts of the so-called elocutionist, and insists simply on clear, distinct articulation, proper emphasis and correct intonation.

But Miss Willard speaks for herself in the following report :

“ Since the beginning of the present term, the classes of the Fifth Grade have received, on the average, four lessons in five weeks in reading.

As yet the instruction and practice have been almost entirely directed to the accomplishment of these ends—distinct articulation, deliberate enunciation and correct pronunciation.

The students have been required to furnish themselves with “ quotations ” upon which to practice in the presence of the class,

and have been subject to the criticism of themselves, their fellow-students and their instructor. At times selected matter for practice in reading at sight has been put before them.

I speak with much pleasure of the earnest efforts made by the students to overcome their faults.

Prof. Dundon makes the following report:

ENGLISH LITERATURE.

English authors from Chaucer to Queen Anne and George III.

The special features of the instruction given in this department are:

1. General historic aspect of the age.
2. Biography of the particular author.
3. His characteristics as a man, temperament, moral qualities.
4. His works—their relation to the author's age—their relative importance in the literary scale.
5. His characteristics as an *author*.
6. Style—reading of select passages—criticism.

Two well-attested facts prove the salutary influence of this study upon the members of the graduating class: 1st, the rapid improvement in literary taste and judgment evinced by the quotations they select; that the little time left at the disposal of our students for general reading is rarely devoted to inane or hurtful literature, but is bestowed on works of solid merit.

PHYSICS, MATHEMATICS AND NATURAL SCIENCE.

These departments, the first two under Professor Gillet and the last under Prof. Day, have been very successful during the past year. On a former occasion I stated that the supervision of two departments, Physics and Mathematics, was too much for one professor; but I have hesitated to ask for any addition to the staff, because I have been reluctant to do anything which would add to the expenses of the College. Were it not for the ability and fidelity of all the tutors in all the departments it would be impossible to succeed with a corps of six professors in an institution containing nearly fifteen hundred students.

Professors Gillet and Day report as follows:

PHYSICS.

Second Grade. Physics.—Three hours a week. Classification of substances, chemical nomenclature and notation, and states of matter.

Third Grade. Physics.—Two hours a week. Reflection and Refraction of Light and Lenses.

Fourth Grade. Physics.—Three hours a week. Atmospheric Elements. Machines.

Fifth Grade. Physics.—Two hours a week. States of Matter, Heat and Energy.

Descriptive Astronomy.—Two hours a week. Laws of Planetary Motion, the earth; Time, Moon, and Eclipses.

I have met all the classes in physics and astronomy in my lecture-room at least one hour a week ; and I have also given this department my very careful and minute supervision, both by frequent visits to the recitation-rooms of my assistants and by subjecting the various classes to frequent brief written examinations. The present very satisfactory condition of the classes in this department is largely due to the cordiality and ability with which my assistants have uniformly carried out every plan which I have proposed.

DEPARTMENT OF MATHEMATICS AND PHYSICS.

Report for the Second Term of the School Year 1876-1877.

MATHEMATICS.

First Grade. Geometry.—Three hours a week. First Book completed.]

Algebra.—Three hours a week. Factoring, Fractions, and Simple Equations of one unknown quantity reviewed. Simple equations of two and three unknown quantities, and radicals.

Second Grade. Geometry.—Three hours a week. Second, third, fourth and fifth books.

Third Grade. Algebra.—Three hours a week. Radicals and Quadratic Equations.

Fourth Grade. Trigonometry.—Three hours a week. Plane Trigonometry and its applications in Astronomy.

Fifth Grade. Algebra.—One hour a week. Quadratic Equations and review.

As heretofore, I have been unable to teach any of the classes in pure Mathematics, and I have had time only for a general supervision of this department. I am, however, satisfied that the work has been very carefully and ably done by my assistants.

NATURAL SCIENCE.

In accordance with your request, I beg hereby to submit to you a brief report of the work accomplished in the Department of Natural Science during the past year, 1876.

Instruction was given during the *Spring Term* in

<i>Physiology</i> to the 6th Grade,	2	hours	per	week,	by	myself.
<i>Geology</i> to the 5th	"	2	"	"	"	"
<i>Geology</i> to the 4th	"	2	"	"	"	"
<i>Botany</i> to the 3rd	"	2	"	"	"	Miss Goodwin

During the *Fall Term* in

<i>Physiology</i> to the 5th	"	2	"	"	"	by myself.
<i>Geology</i> to the 4th	"	2	"	"	"	"
<i>Botany</i> to the 3rd	"	2	"	"	"	Miss Goodwin

Introduction to Natural Science, 3d Grade, 1 hour per week, by myself.

I gladly avail myself of this opportunity to thank Miss Goodwin for her excellent teaching in Botany.

That the work accomplished by the students is even more satisfactory than I have any right to expect by reason of my own merits or exertions, I attribute to the quick appreciation which they have shown of the importance to themselves of a knowledge of Natural Phenomena. This appreciation has induced them to give me an attention that by its earnestness somewhat atones for the many disadvantages under which Science, it seems, must be pursued in a course as limited in its aim and in time as is ours, and for that uncalled for, and somewhat more than passive, want of appreciation of Natural Science which is shown by many, in the constant stress laid upon the importance of the study of the means of expressing ideas without regard to the means by which the most fundamental ideas are themselves to be in the first place acquired. We have only to look at the Centennial Exposition, with its stupendous display of the artificial constituents of our material civilization, wrought by the *scientific* application of *natural forces* out of *natural products* revealed and developed by *Science*, and again at the more advanced phases of our intellectual development, as manifested in the practical bearing given by scientific enquiry to questions of psychology and mental philosophy, to recognize that it is a mistaken effort of the educator of the present to aim for the future with the weapons and according to the methods of the past.

You will, I am sure, excuse these remarks, because you will admit that, in endeavoring faithfully to serve my Department, I have earned the right to speak in its behalf; and to you, personally, I desire to express my most sincere obligations for the cordial support you have always extended to it as well as to myself.

METHODS OF TEACHING.

An extract from the report of Miss Parsels to the President :

During the last half of the year, specimen lessons were given once a week by the critic teachers in the presence of all the young ladies, and, after the children were withdrawn, a discussion of each lesson was conducted by the teacher who gave it. General lessons, conducted by the pupil-teachers, occurred daily. These were closely criticised, every young lady being held responsible for criticisms. As often as circumstances would permit, classes of children were brought to the College for illustrative exercises by the Teacher of Methods.

The Teachers' Meetings were called weekly, and, I think, did much to promote sympathy and harmony among the teachers, and uniformity and effectiveness in their work. There is, in general, among the teachers a progressive and loyal spirit which promises well for the future of the College. They have assisted me cheerfully and well, and, as far as I have been able to observe, their classes have been carefully and thoroughly instructed. Since September, 1875, I have, at their request, met with the majority of them semi-monthly after school hours, to discuss methods of instruction and class discipline. We are indebted to the Board of Education for an extra supply of professional literature.

DRAWING.

The work in drawing has more than met the expectations of the Committee and Faculty. Miss Covel, head of the Department, makes the following report :

First Grade. The education of the eye to measurements of distance on a horizontal, vertical and inclined base, and judging of proportions; the education of the hand to accurate, at the same time bold execution of plain figures, triangles, quadrilaterals, historic and concentric figures; the expression of conceptions, mentally created and adapted to industrial life, in right lines only, upon paper and the blackboard.

Second Grade. Plane curves, the circle, ellipse, oval, curves of contrary flexure; historic ornament and right lines and curves combined in design; blackboard drawing of the same.

Third Grade. Linear Perspective applied to objects; problems given; drawing of these problems from memory; home drawing in pure outline from objects.

Fourth Grade. Designing of lace. Studies in light and shade from geometric solids; fruit, flowers, and various objects in plaster and in nature. Blackboard exercises of the same character.

Fifth Grade. Studies in light and shade from plaster models and natural objects continued; the study in outline of plaster heads from the antique. Drawing upon the blackboard from objects.

Sixth Grade. The same continued; in addition, drawing in light and shade from the antique; design upon the blackboard, and instruction in methods of teaching drawing.

MUSIC.

Mr. George Mangold, instructor in music, has been allowed, under the working programme, a very small amount of time, and

yet he has produced results in this department which have gratified every friend of the College. Mr. Mangold reports as follows :

In reference to the instruction in music I take pleasure in stating that there is a slow but steady progress. The classes of the different grades have received instruction in reading vocal music in connection with the theoretical part of that study. The lower grades were instructed in the elements of music, relations of sounds, and the scales, while the senior classes had a careful review of the subjects of the lower grades, and were further instructed in intervals and in harmony as far as the combination of harmonies in all the scales. The graduating classes received also instruction in the methods of teaching music to primary and grammar classes. The singing of both divisions has gained considerably in regard to development of tone, phrasing, taste and pronunciation. Allow me also finally to state that the instruction of music in this College could be made more successful if there was a graded and uniform course of music lessons in the schools from which the introductory come.

ORDER AND DISCIPLINE.

The punctuality and regularity of attendance, the good order under trying circumstances, and the cheerful conformity to rules and regulations, all tending towards the self-government of the individual, reflect the highest credit upon the students of the Normal College.

Miss Wadleigh, the Lady Superintendent, reports as follows :

“ As regards the order and discipline of the College, it is, perhaps, all we could expect. Fourteen hundred girls cannot be perfectly noiseless, especially during the change of classes, when

five or six hundred are often moving from room to room. These changes, under the supervision of the instructors, are made with a quietness and celerity evincing a faithful interest of the teachers in the order and discipline. Infractions of order are mostly the result of forgetfulness, a common excuse for most delinquencies, and which is more difficult to deal with than wanton disregard of rules. I think, however, that the spirit of the rules is generally respected, and that the order and discipline are satisfactory and all we could expect among so large a number and with no disciplinary drill."

THE SATURDAY SESSIONS.

Owing chiefly to the by-law compelling all teachers having had an experience of less than two years to attend the Saturday Sessions of the College, the work accomplished in this department has been unusually effective and satisfactory. The importance of supplementing the normal instruction and practice of the undergraduate course with a course specially adapted to meet the trials and difficulties of the young and inexperienced teachers cannot be over estimated. Prof. Scott, a teacher of long experience, has given instruction in the grammar school methods of teaching, and in English history and literature; Mr. Calkins and Mr. McMullin, Assistant Superintendents, have instructed the young ladies in primary methods of teaching, and Miss Doake has assisted in the same department. Prof. Gillett and the President have confined their labors principally to the undergraduates; Professors Aubert and Schlegel have instructed large classes in French and German; Miss Wadleigh and Mrs.

Hall have taught the academic class ; and in addition the former lady has given lessons in Latin.

CONCLUSION.

Over three years ago, when the students entered their new building, the grounds surrounding it were a mere wilderness. A deep and dangerous chasm was in front, partially cutting off communication with the west side of the city. Vacant, unfenced lots were on every side. Since then the Fourth Ave. railroad tracks have been covered, and stately edifices for charitable purposes and elegant private mansions have sprung up in the immediate neighborhood. The College site has become one of the most eligible and handsome in the city. A railing has been placed around the College square, the grounds have been levelled and filled in with fertile earth, and trees and shrubs have been planted on all sides of the building.

The Departments of Physics and Natural Science have been liberally supplied with superior apparatus ; the calisthenium has been properly furnished ; and improvements in the ventilation of the Training Department have been effected. In fact, the work has been accomplished piecemeal, which should have been finished at once, in 1873. But it is now finished, and the only expense henceforth will be to keep the institution in good running order.

During the past Centennial year the number of distinguished visitors to the College was very large. Commissioners from France, Germany, Sweden, Great Britain, and Japan, were much interested in the normal work ; but perhaps the most acute observer, and certainly one of the most intelligent visitors, was

the Emperor of Brazil. He was accompanied on the occasion of his visit by Gov. Tilden, Mayor Wickham, John Jay, James B. Roosevelt, and William Wood, President of the Board of Education.

On behalf of the students I desire to thank your Board, the Committee on Normal College, Mr. Lawson N. Fuller, Chairman, and Mr. William Wood, President, for the kindness and liberality manifested toward the College; and in my own behalf I wish to thank the instructors for the cordiality, unanimity, fidelity and ability with which they have carried out all the rules and regulations, and performed every duty assigned to them.

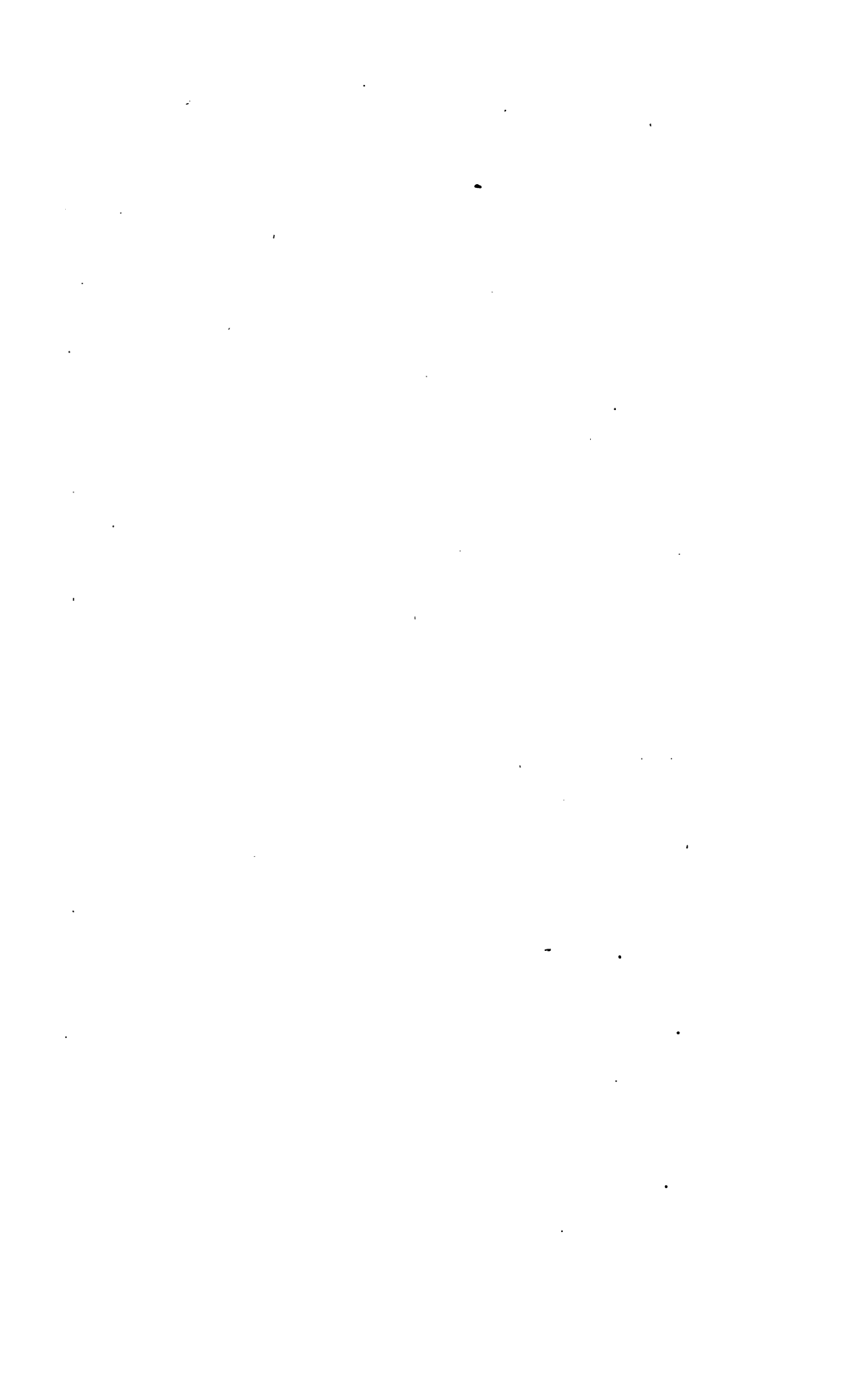
Respectfully,

Your obedient servant,

THOS. HUNTER,

Pres. Normal College.

COURSE
OF
INSTRUCTION.



COURSE OF INSTRUCTION
PRESCRIBED FOR
GRAMMAR SCHOOLS.

EIGHTH GRADE.

READING—Of the grade of a Third Reader, with a review of punctuation, Roman numbers, and elementary sounds, and with exercises on the subject-matter of the lessons.

Spelling and Definitions—The spelling and definition lessons of the reading book, with short miscellaneous words in general use (at least 150 of such words to be taught); also, exercises in writing the latter, both separately and in short sentences from dictation. Particular attention to be given to the use of capitals.

WRITTEN ARITHMETIC—Through the simple rules and Federal money, with practical examples.

Mental Arithmetic—As far as in written arithmetic, to include exercises in the analysis of simple operations and examples, and in rapid calculation without analysis.

Tables of Weights and Measures—With practical illustrations and simple applications.

GEOGRAPHY—*Primary*—The Hemispheres, and North and South America.

ORAL LESSONS—Qualities and uses of familiar objects, such as articles of clothing and food, and materials for building.

PENMANSHIP—Exercises in the *elements*; with instruction on their combination into letters. *Words* of various length, presented in the order of their difficulty, according to the peculiar combinations involved. Practice in *capitals* continued.

DRAWING—On the blackboard and slate; review the geometric forms of the Primary Grades, draw the Hexagon, Octagon, and Pentagon; drawing, from copy, examples of ornament, containing the geometric forms in this grade; symmetrical arrangement of right lines; drawing of geometric forms from memory and dictation.

SEVENTH GRADE.

READING—Of the grade of a Third Reader (a different book from that used in the Eighth Grade), with exercises as in the preceding grade.

Spelling and Definitions—From the spelling and definition lessons of the reading book, with at least 150 miscellaneous words in addition to those taught in the preceding grade; exercises in writing words and sentences from dictation, continued.

WRITTEN ARITHMETIC—Federal money reviewed; common fractions, simple operations with practical applications, avoiding difficult or complex examples.

Mental Arithmetic—As far as in written arithmetic, with exercises in analysis and calculation.

Tables of Weights and Measures—Reviewed and applied.

GEOGRAPHY—*Primary*—The United States and Western Europe.

ORAL LESSONS—On Animals.

PENMANSHIP—Single words, each to commence with a capital; short phrases, such as *A red apple, To play at ball.*

DRAWING—On the blackboard, the slate, or paper; review the geometric forms of the Eighth grade; simple curved lines; segment of circle, quadrant, semicircle, circle, symmetrical arrangement of simple curved and right lines; drawing, from copy, examples of ornament containing the above lines and geometric forms; simple designs containing curved and right lines; drawing of geometric forms of the Eighth Grade from memory and dictation.

SIXTH GRADE.

READING—Of the grade of an easy Fourth Reader, with exercises on the subject-matter of the lessons.

Spelling and Definitions—As in the preceding grades, with at least 150 miscellaneous words in addition to those previously taught. Exercises in writing words and sentences from dictation to be continued; also, easy exercises in the meaning and use of the suffixes of words.

ARITHMETIC—*Mental and Written*—Common fractions, a full

course, with applications. Exercises in analysis and rapid calculation, as in the preceding grades.

GEOGRAPHY—*Primary*—Europe completed; also, Asia, Africa, and Oceanica.

ORAL LESSONS—On Plants.

PENMANSHIP—Single words continued; also short phrases and easy sentences; such as, *I have a new book, William can write well.*

DRAWING—On the blackboard and on paper; review the geometric forms of the Eighth Grade; curved lines continued; ellipse and volute or spiral; symmetrical arrangement of curved and right lines; drawing from copy conventional simple plant forms, and examples of ornament containing the geometric forms of this grade; drawing the geometric forms of the Seventh Grade from memory and dictation.

FIFTH GRADE.

READING—Of the grade of a Fourth Reader, with exercises as in the preceding grades.

Spelling and Definitions—As in the preceding grades, with at least 150 additional miscellaneous words. Exercises in the meaning and use of prefixes and suffixes; also, dictation exercises.

ARITHMETIC—*Mental and Written*—Decimals, and practical applications in common and decimal fractions, and their conversion one into another. Also Reduction, Ascending and Descending, of integral denominate numbers.

GEOGRAPHY—The Hemispheres, and North America in outline ; also, the United States, by sections.

Oral Lessons—On Minerals.

Penmanship—Phrases and sentences of varied length and degree of difficulty ; the writing of copies, such as *A good action is its own reward*. All head-lines to be omitted after this grade.

Drawing—On the blackboard and on paper ; Review the geometric forms of the Eighth Grade ; drawing from copy conventional plant forms simple and complete, examples of geometric arrangement, reversed curves applied to pottery and hollow vessels ; drawing the geometric forms of the previous grade from memory and dictation.

FOURTH GRADE.

Reading—Of the grade of a Fourth Reader (a different book from that of the Fifth and Sixth Grades to be used), with exercises as in the preceding grades.

Spelling and Definitions—As in the preceding grade, with at least 150 additional miscellaneous words. Dictation exercises to be continued.

Etymology—Exercises in prefixes and suffixes continued ; also, the meaning and use of at least twenty Latin roots.

Arithmetic, Mental and Written—Denominate numbers and fractions, completed, with practical applications ; common and decimal fractions reviewed as far as necessary.

Geography—North America and the United States, reviewed ; and South America, in detail.

English Grammar—A knowledge of the terms Subject, Predicate, and Object; the construction of simple sentences, embracing the Article, Noun, Pronoun, Verb, Adjective, and Adverb, with such analysis, parsing and definitions as pertain to the parts of the subject studied.

History of the United States—A brief general outline, to be followed by the early Discoveries, and Colonial History to 1753; in which only the important events are to be taught, with such dates as are necessary.

Oral Lessons—On the Human Body.

Penmanship—Writing in copy-books continued; practice in large and small writing.

Drawing—On the blackboard and on paper; drawing, from copy, simple conventional forms; symmetrical arrangement of conventional forms in triangle and polygons; exercises in the repetition of simple conventional forms to cover surface; outline drawing from simple manufactured objects.

THIRD GRADE.

Reading—Of the grade of an easy Fifth Reader, with exercises as in the preceding grades; Ancient History to be read in course, at least one lesson per week.

Spelling and Definitions—As in the preceding grades. Miscellaneous words in general use, to be taught by oral and written exercises.

Etymology—The meaning and use of at least twenty addition-

al Latin roots, with a review of those of the previous grade; the exercises to include both the analysis of words and their construction from given roots.

Arithmetic, Mental and Written—Through percentage, including such rules as do not involve the consideration of time, with their applications. Problems to be chiefly such as involve the ordinary business transactions.

Geography—South America, reviewed; and Europe, in detail.

English Grammar—A knowledge of all the parts of speech; construction of easy complex and compound sentences, with such analysis, parsing and definitions as pertain to the parts of the subject studied. Also, lessons in composition, in the class room, as in the preceding grade, with instruction in letter-writing.

History of the United States—General outline, reviewed; followed by that part of the history from 1753 to 1789, in the same manner as in the preceding grade.

Oral Lessons—Natural Philosophy, including the simple facts and phenomena pertaining to the properties of matter, gravity, motion, and the mechanical powers.

Penmanship—Writing in copy-books continued, with practice in different styles; short paragraphs to be written from dictation.

Drawing—On the blackboard and on paper; drawing, from copy, natural plant and fruit forms; also, examples of historic

ornament; exercises in vinelike, vertical and horizontal repetition of conventional forms; outline drawing from manufactured objects.

SECOND GRADE.

READING—Of the grade of a Fifth Reader, continued, with exercises as in the preceding grades. The reading of Ancient History continued.

Spelling and Definitions—As in the preceding grades.

Etymology—Principal Latin roots, at least twenty in addition to those previously taught; exercises in the analysis and construction of words continued.

Arithmetic, Mental and Written—Interest, simple and compound, including Partial Payments; Discount, Bank and True; Proportion, Simple and Compound. The preceding grade to be reviewed as far as necessary.

Algebra—Commenced (optional.)

Geography—A review of Europe; Asia, Africa and Oceanica in detail.

English Grammar—Construction of sentences; analysis (in outline) and parsing; lessons in composition and letter-writing, in the class room; also, exercises in the correction of false syntax.

History of the United States—Completed.

Natural Philosophy (By oral lessons or with text-books)—

including the simple facts and phenomena pertaining to air, water, heat, light and sound.

Penmanship—Writing in copy books; also of paragraphs and business forms, such as bills, receipts, and drafts.

Drawing—On the blackboard and on paper; exercises in free hand, perspective and model drawing; geometric circular planes and solids; sphere, cone and cylinder, in two or more positions; drawing, from objects, natural fruit and plant forms.

FIRST GRADE.

Reading, Spelling and Definitions—Continued. The reading of Modern History in course, at least two lessons per week.

Etymology—Words formed from Latin roots; also from the Greek and other languages; exercises as in the preceding grades.

Arithmetic, Mental and Written—A review of the business arithmetic of the preceding grades; also Exchange, Equation of Payments and Averaging Accounts; Custom House Business, Partnership, Involution and Evolution, with their simple applications, and Mensuration.

Geography—A general review.

English Grammar—Continued, with the correction of false syntax; also compositions, the latter to include exercises in letter-writing.

History of the United States-- A general review inclusive of the principal features of the Constitution—the latter not to be pursued as a separate study.

Astronomy (By oral lessons or with text-book—outlines.)

Algebra—Through Simple Equations (optional.)

Bookkeeping—Elementary.

Penmanship—Exercises in copy books and in writing selected paragraphs from dictation; business forms; letter writing continued.

Drawing—On the blackboard and on paper perspective drawing, and drawing from geometric solids, the cube and rectangular, hexagonal and triangular pyramids; drawing, from objects, natural plant and fruit forms, with exercises in light and shade, on the foregoing.

GENERAL DIRECTIONS RELATIVE TO INSTRUCTION IN THE SEVERAL GRADES OF THE GRAMMAR COURSE.

1. ORDER OF EXERCISES—In arranging the order of exercises of any Grammar School the number of lessons per week, each of 30 minutes, as stated below, shall constitute the minimum amount of time to be assigned to the several branches of study for each grade; but the number of lessons may be either increased or diminished at the discretion of the principal, without lessening the aggregate amount of time, in each study.

Reading, in grades 8, 7, 6, 5, five lessons; in grades 4, 3, four lessons; in grades 2, 1, three lessons.

Spelling, Dictation and Definitions, in grades 8, 7, 6, 5, five lessons; in grades 4, 3, with Etymology, five lessons; in grades 2, 1, with Etymology, six lessons.

Arithmetic and Tables, in grades 8, 7, 6, 5, 4, 3, five lessons; in grade 2, with Algebra, five lessons; in grade 1, with Algebra, six lessons.

Geography, in grades 8, 7, 6, 5, four lessons; in grades 4, 3, 2, three lessons; in grade 1, two lessons.

Penmanship, in grades 8, 7, 6, 5, 4, 3, 2, 1, two lessons.

Drawing, in grades 8, 7, 6, 5, 4, 3, 2, 1, two lessons.

Grammar, in grades 4, 3, 2, three lessons; in grade 1, with Composition, four lessons.

History, in grades 4, 3, 2, three lessons; in grade 1, two lessons.

2. *Reading*—In the reading lessons of each grade the pupils shall be required to state in their own language the subject matter of the lesson.

3. *Use of Pencils and Pens*—The pupils shall not be allowed to write with short pencils; in all the grades particular attention to be given to the proper manner of holding the pen, and the position at the desk. The exercises in each grade to be such as are required to give ease and rapidity, as well as accuracy in style. Blackboard instruction to be given in each grade. Pupils of the first five grades to be supplied with blank books for dictation exercises, which should be given at least once a week.

4. *Dictation and Correction of Language*—Exercises in writing sentences and paragraphs, from dictation, shall be given in each grade, and the pupils, in all the grades, shall be trained in the correction of language, and taught to avoid common errors of speech.

5. *Vocal Music*—Instruction in vocal music shall be given to the pupils in every grade.

6. *Sewing*—Instruction in sewing may be given to the pupils of the Female Grammar Schools.

7. *Physical Training*—The pupils should be exercised daily in such a manner as to expand the lungs, develop the muscles, and impart an easy and graceful carriage to the body. Calisthenic exercises should be employed for the attainment of these objects.

8. *Manners and Morals*—Such instruction should be given daily to the pupils of all the grades as will foster a spirit of kindness and courtesy toward each other, a feeling of respect toward parent and teacher, and a love of cleanliness, order, law and truth.

9. *Size of Classes*—No class shall contain more than sixty pupils.

COURSE OF INSTRUCTION

PRESCRIBED FOR

PRIMARY SCHOOLS.

SIXTH GRADE.

Reading and Spelling—Familiar words and simple sentences from blackboard and chart; also spelling such words from dictation. Exercises in elementary vowel sounds, and in consonant sounds in combination with vowels.

Number—Counting and adding by ones to 100, by twos and threes to 50; also counting backwards by ones from 10; *Arabic Figures* to be read to 100, and written to 20.

Object Lessons—Form, such as square, oblong, circle, cube, ball or sphere; straight and curved lines; common colors; and the obvious parts and uses of familiar objects.

Drawing, and forming letters on the slate.

FIFTH GRADE.

Reading—From the blackboard, charts, and a First Reader.

Exercises in elementary vowel sounds, and in consonant sounds in combination with vowels. Names of punctuation marks as they occur in the Reader.

Spelling—Words from the reading lessons; also other familiar words.

Arithmetic—Counting by threes, fours, and fives to 100; adding by twos, threes, fours, and fives to 20, on the blackboard and the slate; subtracting on the numeral frame, twos, threes, fours, and fives from 20, and numbers below 20. *Arabic Figures*, to be read and written to 1000.

Roman Numbers—To XL; also their use on the clock-face.

Object Lessons—Form, as in the preceding grade, with the addition of semicircle, angles, triangle, and hemisphere; the color, obvious parts, and uses of familiar objects, continued.

Writing on the Slate—Script letters; also short words from copies.

Drawing—On the Slate—Drill in horizontal and vertical lines; judging of absolute distances, as one inch, two inches, and three inches, by points placed horizontally and vertically; drawing horizontal and vertical lines of one inch, two inches, three inches, and dividing these lines into equal parts. *From the Blackboard*—Combinations of horizontal and vertical lines to form right-angles, squares, and concentric squares.

FOURTH GRADE.

Reading—Through a First Reader, or in an easy Second

Reader; exercises in elementary vowel sounds, and in consonant sounds in combination with vowels; names of punctuation marks as they occur in the Reader.

Spelling and Definitions—Words from the reading lessons, and other familiar words.

Arithmetic—Numeration and Notation—through six places; Addition—single columns of ten figures; Mental Arithmetic—adding by sixes, sevens, eights, nines, and tens to 100; subtracting threes, fours, and fives from numbers below 30; also simple practical questions in Addition.

Roman Numbers—To C.

Object Lessons—Form, as in the previous grade, with the addition of prism, pyramid, cylinder, and cone; Color, continued; also the obvious parts, uses, and qualities of familiar objects.

Writing on the Slate—Letters, and words without capitals.

Drawing on the Slate—Drill in horizontal and vertical lines; judging of relative distances; drawing oblongs of various proportions and sizes; dividing squares and oblongs by horizontal and vertical lines.

THIRD GRADE.

Reading—In a Second Reader; exercises in elementary vowel sounds, and in consonant sounds in combination with vowels; names of punctuation marks as they occur in the Reader.

Spelling and Definitions—Words from the reading lessons and

other familiar words; also writing short words on the slate from dictation.

Arithmetic—Numeration and Notation—through 100,000,000; Addition—columns of ten figures; Mental Arithmetic—simple practical questions in addition and subtraction; Multiplication Table—through six times twelve.

Roman Numbers—Continued and reviewed.

Object Lessons—Form and Color reviewed; also the principal parts, uses, qualities, and materials of familiar objects.

Writing on the Slate—Continued, with the use of capitals.

Penmanship.—*Elementary Script Forms*—Strokes, curves, loops, and the *small letters* in the order of their simplicity, such as *i, u, n, m, o, a*.

Drawing on the Slate—Review the angles and geometric forms of the Second and Third grades. Drill in oblique lines, vertical and horizontal lines. Drawing right-angled triangles, acute angles, obtuse angles, the square and its diagonals. Drawing, from copy, easy examples of ornament, containing the angles and geometric forms of this and the previous grades. Drawing from memory and dictation.

SECOND GRADE.

Reading—Through a Second Reader; exercises in elementary vowel sounds, and in consonant sounds in combination with

vowels; names of punctuation marks as they occur in the Reader.

Spelling and Definitions—Oral and written. Words from the reading lessons; also other common words.

Arithmetic, Mental and Written—Addition, Subtraction, and Multiplication with multipliers of not more than two figures; and with practical examples. Multiplication Table, completed and reviewed.

Roman Numbers—Reviewed.

Common Tables—Federal Money, Time, Liquid and Dry Measure.

Object Lessons—As in the previous grades, with more complete descriptions of objects, in order to develop oral expression, as well as observation; also exercises in Place and Direction.

Writing on the Slate—Continued.

Penmanship.—Elementary Script Forms—Continued with easy words; such as *man, moon, name, mine*. Each child to be practiced in writing his name.

Drawing on the Slate—Review the geometric forms of the Second grade, and add different kinds of triangles, rhombus, and other rectilinear geometric forms, and the combination of these to express the forms of common objects; easy examples, from copy, of ornament containing the geometric forms of this grade. Easy exercises in the even distribution of forms. Drawing, from memory and dictation, geometric forms; the scientific names of lines, angles, and the geometric forms drawn.

FIRST GRADE.

Reading—Lessons of the grade of an easy Third Reader ; exercises in elementary vowel sounds, and in consonant sounds in combination with vowels ; names of punctuation marks as they occur in the Reader.

Spelling and Definitions--As in the previous grades ; also words and short sentences, to be written on the slate from dictation.

Arithmetic—Mental and Written--Addition and Subtraction reviewed ; Multiplication completed ; Division—the written exercises with divisors not exceeding 25. Practical examples to be given in both mental and written exercises.

• *Roman Numbers*--Reviewed.

Common Tables—Those of the Second Grade reviewed, with the addition of Avoirdupois weight and Long measure.

Oral Lessons—Objects to be used as far as may be necessary. The qualities and uses of familiar objects, such as articles of clothing, food, and building materials.

Geography (without text books)—Points of the compass ; the shape of the earth, elementary definitions, and the situation of the principal countries and bodies of water.

Writing on the Slate—Continued ; writing sentences from dictation, with the use of capitals, period, hyphen, and interrogation mark.

Penmanship—Small Letters—Practice in the entire alphabet. *Easy words* containing combinations of the different letters, progressively arranged; such as *manner, hammer, many, good, happy, bring, brought*. Practice on the Capitals, commenced.

Drawing on the Slate—Review the geometric forms of the previous grades; drawing from copy easy examples of ornament, illustrating the application of the geometric forms of the previous grades; easy exercises in the even distribution of forms; original combinations of the geometric figures of the Second and Third grades. Drawing, from memory and dictation, geometric forms; the scientific names of lines, angles, and geometric forms, as far as used.

GENERAL DIRECTIONS RELATIVE TO INSTRUCTION IN THE SEVERAL GRADES OF THE PRIMARY COURSE.

1. *Order of Exercises*—In arranging the order of exercises of any Primary School or Department, the number of lessons per week, each of 30 minutes as stated below, shall constitute the minimum amount of time to be assigned to the several branches of study for each grade; but the number of lessons may be either increased or diminished at the discretion of the principal, without lessening the aggregate amount of time in each study.

Reading, in grades 6, 5, 4, 3, 2, 1, ten lessons.

Spelling, in grades 6, 5, 4, 3, 2, 1, six lessons.

Number or Arithmetic, in grades 6, 5, 4, 3, 2, 1, eight lessons.

Writing, in grades 6, 5, 4, five lessons ; in grades 3, 2, 1, seven lessons.

Drawing, in grades 6, 5, 4, 3, 2, 1, two lessons.

Object Teaching, in grades 6, 5, 4, 3, 2, 1, two lessons.

2. *Reading*—in the reading lessons of each grade, the pupils shall be required to state in their own language the subject-matter of the lessons.

3. *Writing and Drawing*—Writing on slates shall be made a daily exercise. An exercise in writing with the pen shall be given twice a week, in the grades in which it is prescribed. A lesson in drawing shall be given at least once each week in all the classes.

4. *Sewing*—Instruction in sewing may be given to the female pupils of Primary Schools and Departments.

5. *Use of Pencils and Pens*—The pupils shall not be allowed to write with short pencils ; particular care to be taken as to the methods of holding both pencil and pen, also as to the position of the body while writing.

6. *Vocal Music*—Instruction in vocal music shall be given to the pupils in every grade.

7. *Physical Training*—The pupils should be exercised daily in such a manner as to expand the lungs, develop the muscles, and impart an easy and graceful carriage to the body. Calisthenic exercises should be employed for the attainment of these objects.

8. *Manners and Morals*—Such instruction should be given daily to the pupils of all the grades as will foster a spirit of kindness and courtesy toward each other, a feeling of respect toward parent and teacher, and a love of cleanliness, order, law, and truth.

9. *Size of Classes*—No class shall contain more than seventy-five pupils.

PROMOTIONS FROM PRIMARY SCHOOLS, HOW AND WHEN MADE.

Promotions shall be made from the Primary to the Grammar Schools semi-annually, and not oftener, except by the written permission of the City Superintendent; and no pupils shall be promoted from any Primary School unless examined in all the studies prescribed for the First Grade of the Course of Instruction for Primary Schools, and found qualified by the Principal of the Department into which the promotion is to be made; and when found qualified, such pupils shall be promoted without delay. Pupils may be transferred from the Primary to the Grammar Schools before completing the First Primary School Grade, with the consent of the Committee on Course of Study and School Books, and on the recommendation of the City Superintendent, to whom application may be made by the Trustees in any Ward, showing that said transfer is necessary in order to relieve the crowded condition of any Primary School, and to fill vacancies in the classes of the Grammar Schools. Pupils thus transferred to any Grammar School shall, however, be taught in the Primary Grade until regularly promoted from the same, but may be counted as a part of the regular attendance of the Grammar School.

COURSE OF INSTRUCTION
IN THE
GERMAN LANGUAGE.

THIRD GRADE.

1. *The Alphabet*, both printed and script, with exercises in reading and writing.
2. *Grammar*—Declension of the Definite and Indefinite Articles and the Noun; the present and imperfect tenses of *sein* and *haben*. The cardinal numbers from one to one hundred.
3. *Translation*, both oral and written, of simple sentences, including examples under the rules learned in the grammatical lessons of this grade, as well as subject, predicate, object, and simple adjuncts.
4. *Colloquial Exercises*.

SECOND GRADE.

1. Exercises in Reading and Writing continued.
2. *Grammar*—Declension of Adjectives and Pronouns. The active voice of the weak conjugation.

3. *Translation*—Oral and written, including examples under the rules of the grammar lessons of this grade, as well as of prepositions; also easy compound sentences.

4. *Colloquial Exercises*.

FIRST GRADE.

1. Exercises in Reading and Writing continued.

2. *Grammar*.—The passive voice of the weak conjugation. The principal parts of strong and irregular verbs.

3. *Translations*—Oral and written, of sentences affording practice in the application of the several tenses of the verb, and in compound sentences.

4. Reading from a German Reader, with translations into English, and exercise in etymology.

COURSE OF INSTRUCTION
IN THE
FRENCH LANGUAGE

THIRD GRADE.

1. *Reading*—Rules of pronunciation and the accents.
2. *Grammar*—The Definite and Indefinite Articles; Nouns, formation of the plural; Adjectives, formation of the feminine gender and comparisons; Auxiliary verbs *avoir* and *etre*. First conjugation of regular verbs.
3. *Translation*—Oral and written, including exercises on the grammatical rules taught in the grade; also the use of nouns in a partitive sense, the place of nouns in a question, and the form of negative sentences.
4. *Colloquial Exercises*, adapted to the grade.

SECOND GRADE.

1. *Reading and Pronunciation*, continued.

2. *Grammar*—Pronouns; the second, third and fourth conjugations of the regular verbs; some of the principal irregular verbs; adverbs.

Translation—Oral and written, on the grammatical rules taught in this grade.

Colloquial Exercises, adapted to the grade.

FIRST GRADE.

1. *Reading and Pronunciation*, continued.

2. *Grammar*—Regular verbs reviewed; irregular verbs continued; the principal rules on the use of moods and tenses.

3. *Translations* from a French reader; also oral and written translations in the grammatical rules of the grade.

4. *Colloquial Exercises*, adapted to the grade.

5. *Easy Compositions*.

REVIEW TO PRECEDE AN EXAMINATION FOR PROMOTION.

Every examination for promotion to a higher grade shall be preceded by a thorough review of all the studies pursued in the grade from which said promotion is to be made.

REGULATION OF STUDIES OUT OF SCHOOL.

No lesson shall be given to a pupil to be learned out of school until it shall have been sufficiently explained and illustrated by the teacher to the class; nor shall the lessons be such as to require a period of study each day in the case of a child of average capacity, longer than two hours. Exercises in grammatical analysis and parsing, and written and mental arithmetic, shall *not* be assigned for home study, except to pupils in the first grade.

On the last Friday of each month, there shall be in every class of each course a general review of all the studies of the previous month, at which review all text-books shall be laid aside by teachers and pupils.

No public exhibition requiring special preparation shall be given in any school or department, if at all, oftener than once during each year, except by permission of the Board of Trustees, and no public exhibition or entertainment shall be given outside the school building without the consent of the Board of Education.

MUSIC, DRAWING, FRENCH AND GERMAN.

Exercises in vocal music and instruction in musical notation and drawing, may be given in each Primary and Grammar School. Drawing, with exercises in perspective, and the delineation of objects, shall be taught in the Grammar Schools in the Third, Second and First Grades.

Whenever the parents or guardians of at least thirty pupils

attending a Grammar Department shall desire the introduction of French or German, the Trustees of the Ward shall introduce the study of such language in said department, but no child shall be compelled to study German or French contrary to the wishes of its parents or guardians, expressed either personally or in writing, and whenever the average attendance of pupils engaged in the study of French or German, in any class, shall fall below fifteen for the period of three months, such study shall thereafter be discontinued in said class.

Whenever the study of French or German shall have been introduced as above, it shall be pursued according to the course of studies in French or German which has been or may hereafter be prescribed by the Board, and pupils pursuing the study of either of these languages shall be required to show the proficiency assigned to each grade before being promoted to a higher grade in the same language.

The City Superintendent, under the direction of the Committee on Teachers, shall be authorized to license teachers specially to give instruction in French or German in each of the three highest grades of the Grammar Schools, and the number of recitations in each of the grades pursuing the study of either of these languages shall be four, of twenty-five minutes each per week, and no pupil shall be permitted to pursue the study of more than one of these languages at the time.

EXAMINATION OF CLASSES BY THE PRINCIPALS.

The Principals of the Schools shall examine all their classes in the prescribed branches of study at least twice a year, namely,

immediately before each regular promotion, and record the results of the same in a book kept for that purpose. A report of all such examinations shall be sent to the City Superintendent, who shall have it recorded in a book kept for that purpose. The adjectives to be used by the Principals in such examination shall be the same as those made use of by the Superintendent under these By-Laws.

EXAMINATION BY CITY SUPERINTENDENT.

1. Whenever any school is visited for examination by the City Superintendent, or his assistants, it shall be the duty of the Principal of said school to provide the examiner with a statement showing the number of pupils on record in the class, the length of time in it, their age, the studies pursued, the progress of the pupils therein, and such other facts as he may deem requisite to enable him to form a correct estimate of the efficiency of the instruction imparted.

2. The reports made to the Board of Education of the result of such examination shall state in what manner the Principal and other teachers have discharged their duties, the attendance of the teachers, the character of each class in its respective grade, as *excellent, good, fair, indifferent or bad*; the general order and efficiency of each school, together with such other facts as may be deemed necessary or important.

3. Records of the results of such examinations shall be kept in the Superintendent's office, and transcripts from the same with regard to each school shall be sent without delay to the respective Boards of Trustees.

REPORT

OF THE

Superintendent of School Buildings.

OFFICE OF THE SUPERINTENDENT OF SCHOOL BUILDINGS, }
 NEW YORK, December 30, 1876. }

To the Honorable the Board of Education:

GENTLEMEN—The undersigned respectfully presents the following statement for the Annual Report of 1876, in regard to the school buildings, their present condition, and the work done in connection with said buildings during the year.

The new building on West 54th street, in the Twenty-second Ward, named in a former report, and now known as Grammar School No. 69, was opened for the reception of pupils on the first Monday in September last, and is now in successful operation. This building, including furniture and heating apparatus, cost about \$90,000.00

The new building of Grammar School No. 36—rebuilt on the site of the former building, which was destroyed by fire in

1875—is so nearly completed that the several departments expect to occupy it on the 3d of January, 1877. This building, including furniture and heating apparatus, cost about \$70,000.00; the use of material of the former building bringing the cost considerably below other buildings of similar size.

The new building for the Primary Department of Grammar School No. 60—described in the report of 1875—is ready for occupancy, and the pupils will be removed to their new quarters on the 3d of January, 1877. The cost of this building, including furniture and heating apparatus, was about \$51,000.

The following buildings have been enlarged and improved :

Grammar School-house No. 7, on Chrystie street, near Canal street, in the Tenth Ward, has been improved and enlarged by the addition of one new wing; a building for the Janitor's residence; three flights of stone stairs, and one of iron; one wing entirely rebuilt; and the interior of the main building entirely remodelled. The several departments now have in all 27 classrooms and three assembly rooms. New steam-heating apparatus and considerable new furniture has also been added. The entire cost was about \$38,000.

The building of Grammar School No. 37, on East 87th street, near Fourth avenue, has also undergone extensive alterations, by the enlarging of the main building, the addition of new wings, and making the entire structure an additional story in height.

The building was formerly without play-rooms, or rooms for

the Janitor, and contained in all three assembly rooms and 21 class-rooms. It now has 3 assembly-rooms, 34 class-rooms, 2 commodious play-rooms, 6 retiring rooms for teachers, and 5 rooms for Janitor's residence.

New steam-heating apparatus, and partly new furniture has been put in; making in all one of the best arranged buildings for school purposes in this city. The completion of the building has been hindered by the inclemency of the weather, but will be ready for occupancy by the 15th of January, 1877.

Grammar School building No. 61, on Third avenue, near 169th street, in the Twenty-third Ward, has also been enlarged, and provided with rooms for the Janitor's residence, and play-rooms for the pupils.

This building formerly contained 2 assembly-rooms, 10 class-rooms, and two wooden stairways, besides the Janitor's rooms and play-rooms before named; it now contains 14 class-rooms, 2 assembly-rooms, 2 retiring rooms for teachers, one wooden and two stone stairways. This building will now compare favorably with any other school building of similar dimensions in this city.

The entire cost, including steam-heating apparatus and furniture, was about \$18,000.

The building known as Grammar School No. 9, on the corner of West 82d street and Eleventh avenue, in the Twenty-second Ward, which was considerably enlarged and greatly improved during the winter of 1875-6, was found to be too small to properly accommodate the increasing number of pupils who desired admission to the school.

The improvements named were confined to the front portion of the building, and were entirely satisfactory as to quality, but insufficient in quantity. The original building was of wood and but one story in height, and the places occupied by the school were hardly worthy of the name of either assembly-rooms or class-rooms.

The building is now two stories in height throughout, and each of the two departments has an assembly-room, and eight class-rooms; making two assembly-rooms and sixteen class-rooms in all, besides three retiring-rooms for teachers.

The entire cost of the improvements made during the summer of 1876 was about \$10,000.

The accommodations for the several departments of Grammar School No. 13, on East Houston street, near Essex street, have been greatly increased, by re-arrangement of the rooms, and increasing their number by means of sliding sash doors; the entire building has been thoroughly repaired, new ceilings of wood and iron have been substituted for the plastered ceilings, which were unsafe and dangerous, pieces having occasionally fallen, and others liable to fall and injure the pupils.

Additional columns and girders were also put in, so that the building, as at present provided, is one of the most substantial of its kind.

New furniture and heating apparatus has also been introduced. The entire cost was about \$22,000.

Additional columns and girders have also been placed in Grammar Schools Nos. 19 and 42, thereby entirely checking the vibrations caused by the marching of the pupils.

Changes have been made in the interior arrangements of Grammar School house No. 12, on Madison street, near Jackson street, in the Seventh Ward, similar to those named for No. 13, except columns and girders, at an expense—including new steam heating apparatus, some new furniture, and repairs of furniture—of about \$15,000.

The foregoing includes the most important of the changes that have been made in the school buildings during the year:

Specifications and drawings have been prepared during the year, for six contracts for mason work exclusively; total amount, \$118,988.00; for carpenter work six contracts, amount \$96,003; for painting, ten contracts, amount \$9,381; for furniture and repairs of furniture, twenty-five contracts, amount \$52,725.40; for repairs, including several branches, twenty-four contracts, amount \$50,034.35; for new heating apparatus and repairs, twelve contracts, amount \$51,629, making in all eighty-three contracts; and the sum of \$378,756.50 expended, or in progress, for new buildings, furniture, heating apparatus and repairs, which, added to the "incidental allowances" to the Boards of Ward Trustees, will swell the amount to over \$425,000.

Of the 83 contracts, five were for work in the 1st, 2d, 14th, 16th and 21st Wards, one in each Ward. In the 4th, 5th, 6th and 8th Wards, two each; in the 11th Ward, one; in the 13th,

15th, 18th and 24th Wards, four each ; in the 19th Ward, five ; in the 17th Ward, six ; in the 7th, 10th and 23d Wards, seven each ; in the 12th Ward, eight ; in the 22d Ward, ten, and for Colored School No 2, one.

There is at present in course of erection one building for Grammar School No. 70, on East 75th street, near Third avenue. The site is 100 by 102 2-12 feet ; the building will be four stories in height above the cellar.

The cellar will be $10\frac{1}{4}$ feet high in the clear, and contain rooms for heating apparatus and for fuel ; also a kitchen and store rooms, for Janitor's use.

In the first story there will be two play-rooms, two class rooms, and living rooms for the Janitor.

In the second story there will be one assembly room, one teacher's room and eight class rooms.

The third story will be divided into one teacher's room and ten class rooms.

The fourth story is arranged precisely like the second story.

There will be five entrances from the street, five stairways from the first to the fourth story, and four additional stairways from first to second story ; these last will be used exclusively by the younger pupils.

This building has more space in the rear than has been usually

allowed of late years, there being ten feet of clear space between the building and the rear line, while many of the present buildings have been only five feet, and some less.

The building, as shown by plans, contains in all two assembly rooms and twenty-six class rooms; the former building of Grammar School No. 36, on a site of the same dimensions, contained three assembly rooms, and thirty-six class rooms, the class-rooms averaging fifteen by twenty feet each, while those in the 75th street school will average twenty by twenty-three feet each, being an increase of nearly fifty per cent.

Cost of building, as per awards, \$65,157.

A new building is also being erected for Primary School No. 41, on West 58th street, near Tenth avenue.

The site is 100 by 100 5-12 feet. The building will be four stories in height above the cellar; and is so arranged as to have a free circulation of light and air on all sides.

The stories will be of the usual heights; there will be four front entrances and two side entrances to the building, and four stairways extending from the first to the fourth story.

There will be in the building the usual rooms for heating apparatus, fuel, janitor's living rooms, one assembly room, and twenty-eight class rooms, the class rooms averaging fully twenty by twenty feet each; it is believed that this will be, as regards allowance of space for pupils, and arrangements for light and air, the best Primary School building in this city.

Cost of building, as per contracts, \$53,835.

Contracts have been made for enlarging and altering the building known as Grammar School No. 63, on Third avenue, corner of 173d street, in the Twenty-fourth Ward. The present building will be altered so as to have eight enlarged class rooms; and the addition to be built will contain an assembly room and two class rooms in each story. The contract price for the alterations, exclusive of furniture and heating apparatus, is \$25,115.

In addition to the work and expenditures named, various repairs to buildings have been made, costing not over \$200—for any one portion of work, amounting in the aggregate to \$10,000—and in the same manner for furniture, amounting to \$3,000.

The general condition of the buildings, heating apparatus, and furniture, continue about the same from year to year, the appropriations made being barely sufficient for the proper repairs to the buildings, etc., made necessary by the constant use of them by the great number of pupils attending the schools. Several applications for new buildings are being considered by the proper committees; and the usual number of applications will doubtless be made during the coming season, for enlargements, improvements, extensive repairs, repainting, and new furniture and heating apparatus; all of which, if possible to be done, will add to the comfort of teachers and pupils, and will require considerably more than the usual amount of funds to complete the work satisfactorily.

Respectfully submitted,

DAVID I. STAGG,
Superintendent of School Buildings.

REPORT
OF THE
Engineer of the Board of Education.

NEW YORK, December 30, 1876.

To the Honorable the Board of Education :

GENTLEMEN—The undersigned respectfully submits the following report of the operations of his department during the year just closed.

All the heating apparatus in the school buildings are in good order, and the buildings are comfortably warmed. In altering several of the school buildings during the past year, one hundred and thirty-one stoves were removed, and steam heating apparatus substituted.

The cost of placing new apparatus in the several schools was as follows :

Grammar School No. 12, in the 7th Ward.....	\$5,647	00
“ “ “ 7 “ 10th “	4,535	00
“ “ “ 36 “ 11th “	9,250	00
“ “ “ 37 “ 12th “	6,293	00
“ “ “ 13 “ 17th “	6,532	00
“ “ “ 69 “ 22d “	6,870	00
“ “ “ 61 “ 23d “	3,214	00
“ “ “ 60 “ 23d Wd Branch.....	4,312	00
Primary “ “ 20 “ 13th Ward.....	2,693	00
<hr/>		
Total.....	\$49,346	00

Contracts were also entered into for repairing the heating apparatus in the following schools:

Grammar School No 10 in the 15th Ward.....	\$783	00
“ “ “ 47 “ “	350	00
“ “ Nos. 14 and 49 } in the 21st Ward.....	1,150	00
and Primary School No. 16 }		
<hr/>		
Total.....	\$2,383	00

The Board made special appropriations amounting in the aggregate to the sum of four thousand nine hundred and seventy-three dollars and twenty-nine cents (\$4,973 29), for repairing the heating apparatus in the several school buildings, which was expended as follows:

1st Ward, Grammar School No. 29.....	\$74	31	\$74	31
3d “ Primary “ “ 37.....	39	33	39	33

4th Ward	Grammar School No. 1.....	155 00		
	Primary " " 12.....	38 40		
	" " " 14.....	35 50	228 90	
5th "	Grammar " " 44.....	198 07	198 07	
6th "	" " " 23.....	114 00		
	" " " 23.....	93 25		
	Primary " " 8.....	40 00	247 25	
7th "	Grammar " " 2.....	149 06		
	" " " 12.....	80 00		
	Primary " " 36.....	49 63	278 69	
9th "	Grammar " " 3.....	145 79		
	" " " 16.. ..	188 06		
	" " " 41.....	64 66		
	Primary " " 18.....	36 25	434 76	
12th "	Grammar " " 6.....	51 15		
	" " " 39.....	152 67		
	" " " 43.....	113 82		
	" " " 46.....	140 00		
	" " " 52.....	25 00		
	" " " 54.....	56 70		
	" " " 57.....	59 82		
	" " " 68.....	193 41	792 57	
14th "	" " " 5.....	123 60		
	" " " 21.....	197 75		
	" " " 30.....	102 75	424 10	
16th "	" " " 11.....	134 08		
	" " " 55.....	104 86		
	" " " 56.....	46 95	285 89	
18th "	" " " 40.....	231 18		

18th Ward Grammar School No. 50.....	80 31	
“ Primary “ “ 4.....	33 93	
“ “ “ “ 28.....	28 40	
“ “ “ “ 29.....	65 23	439 05
19th “ Grammar “ “ 18.....	45 48	
“ “ “ “ 27..	205 99	
“ “ “ “ 53.....	33 43	
“ “ “ “ 59.....	184 40	
“ Primary “ “ 21.....	66 24	
“ “ “ “ 33.....	39 98	
“ “ “ “ 35.....	48 26	623 78
20th Grammar “ “ 26.....	151 49	151 49
23d “ “ “ “ 60.....	83 72	
“ Primary “ “ 44.....	19 30	103 02
24th “ Grammar “ “ 63.....	185 00	
“ “ “ “ 64.....	200 00	
“ “ “ “ 65.....	91 80	
“ Primary “ “ 45.....	125 00	
“ “ “ “ 48.....	50 28	652 08
		<hr/>
Total.....	\$4,973 29	

I have also examined and approved bills amounting in the aggregate to about five thousand nine hundred dollars (\$5,900) for repairs to heating apparatus of various kinds, incurred under the direction of the trustees of the several wards, and chargeable to the sums set apart for incidental repairs.

Very respectfully,

JOHN DUNHAM,
Engineer Board of Education.

REPORT

OF THE

Superintendent of the Nautical School.

N. Y. NAUTICAL SCHOOL-SHIP *St. Marys*, }
 NEW YORK, *Dec. 30, 1876.* }

To the Honorable Board of Education :

GENTLEMEN — I have the honor to submit the Third Annual Report of the New York Nautical School.

From January 1st until May 3d, the regular school studies were pursued, in accordance with the programme approved by the Executive Committee.

On May 4th and 5th an examination in all the school branches taught, was held under the direction of the officers, and in the presence of the President of the Board of Education and of several members of the Executive Committee; and on the 10th the school was examined by Mr. Henry Kiddle, City Superintendent, and Mr. Thomas F. Harrison, Assistant Superintendent.

The report of the latter examination was made to the Board under date of June 21st, and a copy of it is hereto appended.

On May 29th the ship was moved to the Navy Yard for the purpose of taking in additional ballast. She sailed from New York on June 5th, and anchored on the evening of the same day in Hempstead Harbor, L. I.

From this date until the end of the cruise the boys were constantly exercised in all that pertains to the duties of the sailor, viz: Knotting and splicing, getting under way, making and reducing sail, coming to anchor, binding and reefing sails, use of lead, log and compass, steering by compass and by the wind, handling boats, using palm and needle, and in performing the various evolutions of a ship under way.

On July 5th, the ship sailed from New London, Conn., for the Island of Fayal, and on the 22d anchored off the town of Horta, on that Island.

After allowing the boys to visit the shore, she sailed again, on the 25th, to return to the United States, and on August 21st reached the anchorage in Hempstead Harbor, L. I.

From this date until October 12th she cruised between Glen Cove, L. I., and Newport, R. I., but on account of heavy weather a considerable part of this time was spent at anchor. Advantage was taken of this necessity to drill the boys in handling boats, and in the harbor exercises with sails and light spars.

On October 12th, she sailed from Long Island Sound for

Philadelphia, and arrived there on the 20th. Returning from Philadelphia, she reached New York, having been absent 153 days, 84 of which were passed underway, and 53 outside of headlands.

During the outside cruising every variety of weather was experienced; three gales were encountered, giving the boys valuable experience in furling and reefing under difficulties.

On November 17th, the ship was inspected and the boys examined by the Council of the Chamber of Commerce, assisted by a board of experts. A report of this examination is herewith presented.

At the expiration of the cruise 58 of the boys who had completed the required course of study were found qualified to receive certificates of graduation. The certificates were delivered to them on November 20th, by the Hon. Wm. Wood, President of the Board of Education.

These graduates are proficient in the principal duties of the sailor, and many of them have made fair progress in the practice of navigation.

To induce them to continue their professional studies, while waiting for employment, as well as to have them available when required for ships, a class in navigation has been organized, and is now in operation.

The interest manifested in the school by shipowners, shipmasters, and ship commission merchants is very encouraging.

Through them employment for graduates has been found in almost every desirable vessel that has sailed from the port of New York since the class graduated. Twenty-five (25) are already provided for, and places promised to eight (8) more.

It is more than probable that all will be sent to sea before the 1st of March.

To the efforts of the gentlemen composing the Council of the Chamber of Commerce, who have given to the school the most active and hearty support, is due this unlooked for success in placing the graduates on board of good ships.

An examination of the Surgeon's Report, herewith submitted, shows that the health of the boys has been excellent, and that but one serious accident has occurred.

The comparison of height, chest measure, and weight of the graduates, upon admission and graduation, is interesting.

The following is a statement of the attendance, &c., during the year :

Number on board January 1, 1876.....	82
“ admitted during the year.....	76
“ Re-admitted.....	5
“ Discharged.....	48
“ Remaining at end of term.....	115
“ Graduated.....	58
Average attendance for the year.....	109 $\frac{3}{4}$

The results of two years' experience in this new undertaking seem to point to the conclusion that a Nautical School can be successfully maintained, and that it will be productive of much good to boys who wish to follow the sea, by giving them a suitable education for the life—to the merchant marine by placing in it annually a number of young men of good principles and fair attainments, from whom will come the future officers of merchant ships.

This conclusion is reached :

1st. From a consideration of the report of the Council of the Chamber of Commerce, and the Board of Experts, from which it appears that the boys have been successfully trained in professional matters.

2d. From the Report of the City Superintendent, which shows that the school studies have been properly taught.

3d. From the fact that a fair attendance has been attained and kept up.

4th. From the fact that suitable places will doubtless be found for all graduates.

5th. From the fact that the school receives the encouragement and support of the principal firms interested in mercantile matters, as shown by their approval of the circular letter of the Council of the Chamber of Commerce.

Appended for the information of the Board, are :

The report of the Council of the Chamber of Commerce and Board of Experts, marked A.

Report of the City Superintendent, marked B.

Circular letter of Chamber of Commerce, marked C.

Report of Surgeon, marked D.

Statement of Expenses, marked E.

Respectfully submitted,

R. L. PHYTHIAN,
Supt. N. Y. Nautical School.

A

To the Chamber of Commerce:

The committee composing the council to whom has been entrusted the supervision of the Nautical School beg to submit the following report :—

At the meeting of this Chamber on the 6th of December, 1875, the council then composed of Messrs. John D. Jones, John K. Myers and Henry A. Bailing, presented to you a brief history of the formation of the Nautical School, and its progress up to that time. The Chamber therefore is fully acquainted with the preliminary action, so far as the Legislature, the Board of Education of the City, and this association are concerned, which resulted in the establishment of what promises to be a very important influence in elevating the character of our mercantile marine. It is not necessary, therefore, for your committee to recapitulate statements which have already been given to you. The school has been formed in the face of many difficulties, and is now passing through the second year of its existence.

This, it is true, is not a long period of time in which to test the results of an experiment hitherto untried, but the examination made by your committee, in conjunction with those who are competent to judge of the details, has convinced them that there is ample ground for satisfaction for what has been done in the past, and for encouragement in the future.

Your Committee feel that it is scarcely necessary to refer to

the influence which commerce exerts in the development of a country, and of a country such as ours. The importance of this industry, and the necessity of encouraging it in every legitimate way, are apparent without doubt to every one. Especially should they be to the member of what is known as a Chamber of Commerce. A great navigator once said, and with much truth, that "whosoever commands the sea commands the trade of the world; and whosoever commands the trade of the world commands the riches of the world, and consequently the world itself." Unhappily, the last fifteen years have been for the country a period of commercial decadence. The famous vessels which once carried our flag to every quarter of the globe, and which were the pride of every American, have mostly disappeared; our tonnage has largely decreased, and since steam has begun to supersede sails as a motive power, our carrying trade has passed to a great extent into the hands of foreigners—the Englishman, the Frenchman, and the German—and on the broad Atlantic which rolls between our own country and Europe we see scarcely a steamer bearing the American flag; worst of all, too, the men who made the American name so honored and respected, who sought no royal road to advancement, but from the humblest beginnings attained to the highest rank in their profession—thorough sailors and true gentlemen—an ornament to any country—these men have passed away, and to a great extent have not been replaced by those who are worthy to be their successors.

Your Committee will not dwell on the causes which have relegated us to a secondary rank as a commercial nation. They are many, and are no doubt apparent to most of you; but the

fact that such deterioration has taken place in the character of the "material" of our mercantile marine demonstrates the necessity for just such an influence as the Nautical School exerts. It will not do everything, but it will, if properly conducted, do much. It will not give back to us our lost commerce, but it will improve what is left to us. Other agencies more powerful must be set to work before ships and steamers claiming American nationality will materially increase in numbers and bear our products to distant nations. A just system of taxation, the sweeping away of burdens already too heavy to be borne, and *perfect and absolute freedom in the purchase and registry of vessels, wherever built*, can alone restore our shattered commercial industries, and render the nautical profession what it should be, and what it is no longer—a *career*, where advancement can be hoped for and honor obtained. But the Nautical School will turn out a class of young men who are at least well grounded in the rudiments of their profession, and who after a short experience will be competent to take positions of authority and responsibility; and looking at it in this light it cannot fail to exert an important influence in raising the standard of our sailors and officers, and thus benefiting our mercantile marine.

Your Committee, in company with Captains Parker, Trask and Tinker, the Committee of Experts whose report is herewith submitted, made a visit to the school ship St. Marys, then lying off Wall street ferry, on Friday, the 17th of November, and spent the better part of a day on the vessel.

An examination was made of the vessel itself, which showed a

condition of perfect order, neatness and regularity. The boys themselves, 125 in number, were inspected, and appeared to be in good health and physical condition, and the greater part of them bore evidence of intelligence and capacity, and created a very favorable impression on the Committee as to the material composing the school. They were examined by the Committee of Experts in the branches alluded to in their report, and the result was very satisfactory.

The various exercises in working a vessel, making and taking in sail, raising and lowering the yards and other manœuvres, practice at fire-quarters, a rowing race in the boats attached to the ship, were executed under the direction of the Committee of Experts, and your Committee have their authority for stating that these were creditably performed.

The spars and rig of the St. Marys are heavier than those usually employed on merchant vessels, and this fact increases the difficulty in effecting rapid manœuvres; yet the scholars showed much proficiency, and it was evident that they would, after a short period of instruction, be fully qualified for similar work on vessels where most of the labor-saving appliances are used.

To Commander R. L. Phythian and his assistants, Lieutenants George W. DeLong and Wm. H. Jaques, and Dr. D. C. Burleigh, credit is due for their excellent management of the school. It is apparent that all these gentlemen are much interested in the school and are sincerely desirous of its ultimate and permanent success.

The health of the school appears to be especially good, and all the hospital arrangements are clean and well ordered. The accompanying report of sick from January 1, 1876, to November 17, 1876, shows the average number of boys to have been 110; the total number of sick days being 504, thus giving a daily average of patients of 1.58. This would indicate a very favorable hygienic condition of the vessel. It may be added that the average age of the boys is 19 years, and that none are received below the age of fifteen.

The suggestions, which are few in number, made by the Committee of Experts in regard to the future conduct of the school, together with some alteration in the rig of the St. Marys, are concurred in by your Council, and have the sanction of Captain Phythian himself. It is to be hoped that they will have the approval of the Board of Education as well, and as the expense is not great, that they will be carried into effect. Other changes may be found necessary as the school progresses, but for the present the recommendation of these is deferred.

Your Committee have pleasure in referring to the cordial co-operation and valuable assistance given them by Mr. David Wetmore, Chairman of the Executive Committee of the Board of Education.

Mr. Wetmore is deeply interested in the success of the school and is desirous of promoting its efficiency by every means in his power. Your Committee anticipate nothing but the most perfect harmony in their relations with this gentleman.

Your Committee cannot close this report without a word to vessel owners and agents, urging them to make this experiment, if such it may be called, a practical success so far as lies in their power, by furnishing places to the young men who have graduated from the school, and who are competent to serve as boys and sailors, and after a reasonable time, no doubt, as petty officers. It is important that they should be placed under humane and just captains, who will take an interest in their moral and professional advancement. Long voyages are far preferable to short ones in arrangements of this kind; the boys will learn more, and will be free from the temptations of shore life so long as the voyage lasts. The term of nautical service is limited on short voyages, and is broken up by frequent arrivals in port, when, even if the boys can be retained, it may be found difficult to keep them under a proper influence. Apart from this, the associations on vessels engaged in the North Atlantic trade are apt to be of a corrupting nature, and the class of men composing the crews of such vessels is too often immoral and depraved.

From deteriorating influences the scholars of the St. Marys should, if possible, be free. It must be borne in mind that these young men, some of whom have attained their majority, are not offenders to be reclaimed, but are of respectable birth and parentage, coming, many of them, from country homes, where they have had correct influences and associations. They look to the nautical profession as a career which they are to follow, and in which they are to rise; and besides the encouragement which can most usefully be afforded them in the manner which your Com-

mittee have indicated, and which has been brought to the notice of ship owners and agents in a circular already prepared and sent out extensively by your Committee, and which it is hoped will be productive of good results, care must be taken not to render these young men unworthy of obtaining the high positions for which they strive.

Respectfully submitted,

(Signed,) CHARLES H. MARSHALL, *Chairman*,
JOHN K. MYERS,
THOMAS P. BALL.

New York, Dec. 7, 1876.

CHAMBER OF COMMERCE, }
NEW YORK, Dec. 1, 1876. }

Messrs. CHARLES H. MARSHALL, JOHN K. MYERS, THOMAS P. BALL,

Council N. Y. Nautical School :

GENTLEMEN—We have the honor to state that in compliance with your request, we were, on the 17th November last, present at the Annual Examination of the Scholars of the New York Nautical School, held on board the school-ship St. Marys, then lying at anchor in the East River, off the foot of Wall street.

A careful inspection of the vessel shows that she is in good condition of cleanliness and that the discipline and order maintained on board by Commander R. L. Phythian and his assistants,

Lieutenants Geo. W. DeLong, W. H. Jaques and Master R. G. Peck, all officers of the U. S. Navy, are such as should merit the commendation of the Council.

The Medical Department of the vessel, under the charge of Acting Passed Assistant Surgeon D. C. Burleigh, U. S. Navy, is also highly efficient, as is proved by the good state of health reported as maintained on board during the past year.

Personal questioning of the boys reveals no dissatisfaction with their treatment by the officers of the school, all questioned agreeing that none have been otherwise than fairly and kindly dealt with by those in authority over them.

The food provided is ample in quantity and of good quality, and all needful and proper attention to the health and comfort of the boys has been given.

The messing and berthing arrangements of the vessel are of the same character as those of the U. S. Navy, and are satisfactory.

Our examination of the boys in respect to the nautical knowledge they have acquired, shows that they have been well taught. The duties of the seaman are not learned by all with equal facility; and we find in these boys the differences to be looked for. Most of them, however, are fairly, and many of them remarkably proficient.

The exercises of the day consisted,

1st. Of an inspection of the clothing and persons of the boys, who were formed on deck for the purpose.

2d. Inspection of the rations, cooking, messing and berthing arrangements.

3d. Of knotting, splicing, worming, parcelling, and serving tarred rigging.

4th. Questioning in respect to their knowledge of sails, rigging and reeving running gear, using the deep-sea and hand leads; making lead and log lines; knowledge of signal lights, compass, steering and handling of vessel; sending up and down spars; making and shortening sail.

5th. Practical exhibition of long, short and eye-splicing, making of grommets, knots, hitches, bends, and such work as is of daily occurrence on shipboard.

6th. Practical performance of evolutions, as follows:

a. Loosing top sails, and top-gallant sails.

b. Making sail to top-gallant sails inclusive.

c. Taking in top-gallant sails.

d. Single reefing and hoisting top-sails, and setting top-gallant sails over.

e. Shaking out the reef, and mast-heading top-sails, and top-gallant sails.

f. Taking in all sail.

g. Furling all sail.

All of these in the order detailed were performed within forty-five minutes.

It was but seven minutes from the time the order to lay aloft was given, until the top-sails and top-gallant sails were loosed and set.

This is very good time when we consider the lightness of the boys, and the heaviness of the spars, sails, and running rigging.

In this connection we recommend that the running gear of the school-ship be so changed as to make it correspond to similar gear now in use in merchant ships.

The use of patent blocks and other labor saving appliances, would greatly facilitate the performance of the various evolutions; and the scholars could then be taught the exact methods employed in handling large vessels with small crews.

The small expense of this change would soon be saved in the decreased wear of the running rigging.

7th. Fire Quarters. Upon the alarm being sounded, hatches were covered, hose led from below to upper decks, pumps manned, and water thrown over the bow in but little over one minute (70 seconds); and during the same time, boys were at stations, with buckets, axes, and fire-annihilators, the performance being most creditable.

8th. Manning of boats, and rowing. This exercise developed an amount of skill which was very gratifying, and obtainable only by considerable training.

We are disposed to emphasize our approval of their ability in this respect, because, notwithstanding its importance, there is great lack of such skill in the merchant service.

Our conclusion is that fair progress has been made in the conduct of the school, and that it gives ample promise of accomplishing the purpose for which it was established.

This is its second year, and many of the boys are now to receive their certificates of graduation. In our judgment these graduates are fitted for and equal to the duties of ordinary seamen ; (*i. e.* can hand, reef and steer,) while many of the older scholars would be capable as petty officers, after the short experience necessary to become familiar with change of rig, and enable them to perform the same work with the comparatively small crew of merchantmen ; and we suggest to the Council that some steps be now taken to procure positions for them on board of vessels bound on long voyages, and to solicit the interest of the masters in their welfare and promotion.

We cannot close this report without a reference to a presentation made by "Life Saving Benevolent Association," of New York, to two of these boys, viz. : Alexander Wadsworth and A. R. Warren, of a silver medal, for their gallantry in jumping overboard and rescuing one of their shipmates from drowning on the 16th of September last. Such instances in-

dicate the qualities that have always distinguished the true sailor, "indifference to personal risk at the call of duty," and "promptness and efficiency in its performance."

And we desire further to record our commendation of this evidence of the noble endeavors of this beneficent society to reward and make conspicuous such acts of heroism.

We are,

Yours very truly,

JAMES PARKER,
E. G. TINKER,
G. D. S. TRASK.

B

The following extract is taken from the report of Mr. Kiddle, City Superintendent of Schools:

The undersigned also visited the Nautical School, on board the St. Marys, on the 10th of May last, and with Assistant Superintendent Harrison, examined the two divisions of the school in the usual school studies; the first or higher division, consisting of 31 pupils, and the second or lower division of 19 pupils. The pupils of both divisions gave evidence of careful and efficient instruction; and the progress exhibited in reading, spelling, arithmetic, geography, English grammar, penmanship and map drawing, was *excellent*. The discipline and management of this school are worthy of the highest commendation.

CHAMBER OF COMMERCE OF THE STATE OF NEW YORK.

NEW YORK, January 15, 1877.

To Shipowners, Shipmasters and others interested in the United States Merchant Marine :

GENTLEMEN—Two years since the nautical school ship *St. Marys* was established (by the Board of Education) for the purpose of educating worthy young men who were desirous of following a maritime life.

At the examination held November 17th, 1876, fifty-eight of the one hundred and twenty-five scholars (average age, nineteen years) received their certificates as graduates, and are now ready for sea service.

The main object for this movement, viz.: "THE ELEVATION OF THE STANDARD OF THE AMERICAN SAILOR," is now forcibly presented, and it only remains for you to perform your part in making the school a practical success, by furnishing places on vessels under your control for one or more of these young men. With encouragement such as this, the school can continue its good work, and supply with new applicants those who may subsequently require them.

Should this experiment be successful, the cities of Boston, Philadelphia, Baltimore and San Francisco will, no doubt, follow

the example of New York and establish schools of their own, and, in this way, the merchant marine will gradually become possessed of a class of sailors trained in these schools, and entirely fitted for the service which they have chosen.

For further information apply to Captain R. L. Phythian, Superintendent school-ship St. Marys, foot of 23d street, East River; Mr. George Wilson, Secretary, Chamber of Commerce, No. 63 William street, or Mr. John C. Smith, Superintendent of Maritime Exchange, No. 66 Beaver street.

Yours, respectfully,

CHARLES H. MARSHALL,	}	<i>Council of Nautical School, Chamber of Commerce.</i>
JOHN K. MYERS,		
THOMAS P. BALL,		

We approve of the above, and recommend shipowners generally that the suggestions made be adopted by them.

J. D. Jones, President Atlantic Mutual Insurance Company.
 Alfred Ogden, President Orient Mutual Insurance Company.
 J. P. Paulison, President Sun Mutual Insurance Company.
 A. G. Montgomery, Vice-President Mercantile Insurance Co.
 Thomas Hale, Vice-President Pacific Mutual Insurance Company.
 F. S. Lathrop, President Union Mutual Insurance Company.
 John H. Lyell, President New York Mutual Insurance Company.
 Daniel Drake Smith, President Commercial Mutual Insurance Co.
 Higgins & Cox, Attorneys United States Lloyds.
 Alex. Mackay, Vice-President Great Western Insurance Comp'y.
 Catlin & Satterthwaite, Att'ys Insurance Co. of North America.
 George H. Stebbins, Manager Boston Marine Insurance Comp'y.

Charles H. Marshall & Co.,	38 Burling Slip.
Snow & Burgess,	66 South street.
Boyd & Hincken,	3 William street.
Carver & Barnes,	30 South street.
James E. Ward & Co.,	113 Wall street.
Vernon H. Brown & Co.,	84 Beaver street.
James Henry,	70 Beaver street.
Lawrence, Giles & Co.,	11 South William street.
Peabody, Willis & Co.,	123 Front street.
Pendergast Brothers & Co.,	83 Beaver street.
Brett, Son & Co.,	43 South street.
Miller & Houghton,	32 South street.
George Howes & Co.,	117 Wall street.
Sutton & Co.,	117 Wall street.
Abiel Abbott,	53 South street.
Mailler & Quereau,	108 Wall street.
T. S. & J. D. Negus,	140 Water street.
Salter & Livermore,	65 Beaver street.
Simonson & Howes,	100 Wall street.
Crocker, Wood & Co.,	52 South street.
Evans, Ball & Co.,	36 South street.
J. Atkins & Co.,	38 South street.
John Brynton's Sons,	32 Broadway.
Lunt Brothers,	28 South street.
Nesmith & Sons,	28 South street.
R. P. Buck & Co.,	29 South street.
C. & R. Poillon,	224 South street.
James W. Elwell & Co.,	57 South street.
J. H. Winchester & Co.,	52 South street.

B. F. Metcalf & Co.,	120 Front street.
Chase, Talbot & Co.,	30 South street.
John S. Ingraham,	23 South street.
James Boland,	53 South street.
Grinnell, Minturn & Co.,	78 South street.
C. H. Mallory & Co.,	153 Maiden Lane.
J. D. Fish & Co.,	153 Maiden lane.
Sturges, Clearman & Co.,	80 Wall street.
Dutton & Townsend,	70 Beaver street.
Benner & Pinckney,	19 Old Slip.

D

N. Y. NAUTICAL SCHOOL ST. MARYS, Dec. 31, 1876.

SIR—Herewith I submit Report of Sick for the year ending December 31, 1876, for the N. Y. Nautical School St. Marys.

Total number of sick days, 553. Average number of boys, 109. Daily average number of patients, 1.51. The crew of the ship is not included. The percentage of sickness is slightly in excess of that of last year, due principally to one chronic case, and to one quite serious accident. The former was a case of hæmoptysis, resulting from an injury received before admission to the school, and from which the patient had apparently recovered. Violent exercise brought on a recurrence of the hæmorrhage, and as the case bid fair to result in phthisis, the patient was sent to Roosevelt Hospital. This is the first and only patient sent to a hospital since the establishment of the school.

The case of accident was that of a boy who, while exercising aloft, fell from the foretopmast crosstrees to the water, a distance of 96 feet. He was rescued by two of his companions, who leaped overboard to his assistance. The impetus of his fall was lessened by his striking the rigging several times in his descent, otherwise the result would have been fatal. He received a scalp wound $4\frac{1}{2}$ inches in length, and a severe contusion of the right shoulder. The wound soon healed, and there is a good prospect that he will regain the free use of the shoulder.

The general health of the boys during the year past has been good. Aside from the two cases above mentioned, there has been no serious sickness. During the winter months there were the usual cases of colds, sore throat and a few of rheumatism, all of which readily yielded to treatment. In general, the diseases and accidents have been those incident to the change of the seasons and the exposures likely to occur in the performance of the various duties on board ship.

It is gratifying to report that during the recent cruise the boys have shown not only an alacrity in the performance of duty, but also a physical capacity for endurance which would be creditable to men.

The food, regularity of meals and sleep, attention to order, and the peculiar kind of life on shipboard, all conduce to good physical development; while discipline, regularity and method in doing things, are well calculated to form habits which will insure success in life on sea or land.

The following statistics, taken from the class of 59 just graduated, are here given :

Average chest measure	29.86 inches	}	Admission.
“ height	5 ft. 2.9 inches		
“ weight	114.8 lbs.		

Average chest measure	32.49 inches	}	Graduation.
“ height	5 ft. 5.4 inches		
“ weight	123.9 lbs.		

The tabulated statement appended will show the different cases admitted, treated, and discharged.

Respectfully submitted,

DANIEL C. BURLEIGH,

Surgeon N. Y. N. School.

TO R. L. PHYTHIAN,

Superintendent N. Y. N. School.

REPORT OF SICK—*N. Y. N. School St. Mary's, for the
year ending Dec. 31st, 1876.*

DISEASE.	Admitted.	Dis- charged to Duty.	Dis- charged to Hospital.	Remain- ing.	Remarks.
Albrasio.....	1	1			
Abscessus.....	2	2			
Catarrhus.....	25	25			
Contusio.....	1	1			
Constipatio.....	1	1			
Diarrhœa Acuta...	13	13			
Febris intermittens.	1	1			
“ simplex.....	1	1			
Furunculus.....	8	8			
Gonorrhœa.....	2	2			
Hæmoptysis.....	1		1		Roosevelt Hospital.
Hæmorrhœis.....	1	1			
Icterus.....	4	4			
Otorrhœa.....	1	1			
Pneumonia.....	1	1			
Rheumatismus Acuta	8	8			
Stremma.....	9	9			
Tonsillitis.....	17	17			
Vulnus contusum...	2	2			
“ incisum.....	4	4			
“ punctatum..	1	1			
Total.....	104	103	1	0	

E

Statement showing the expenses of the N. Y. Nautical School
for the year 1876 ;

Salaries of officers and crew.....	\$13,089 23
Provisions, and mess expenses.....	8,765 79
Clothing and outfits of boys.....	722 18
Fuel and lights.....	941 32
Ship-chandlers' stores.....	1,908 33
Towing and pilotage.....	431 20
Water (while cruising).....	85 25
Drugs.....	170 23
Repairs and furniture.....	517 99
Books, instruments, and stationery.....	247 91
Loss by exchange (while cruising).....	68 53
	<hr/>
	\$26,947 96
Paid direct by vouchers to Comptroller, as per financial statement.....	\$23,675 63
Fuel, paid through fuel account.....	667 49
Liabilities for purchases in December...	2,604 84
	<hr/>
Total.....	\$26,947 96

REPORT

OF THE

Superintendent of Truancy.

OFFICE OF THE SUPERINTENDENT OF TRUANCY, }
 HALL OF THE BOARD OF EDUCATION, }
 NEW YORK CITY, Dec. 31, 1876. }

To the Board of Education :

GENTLEMEN—I have the honor to submit the following report for the year 1876, of the operations of this department, under the Act “to secure to children the benefits of an elementary education,” commonly known as the Compulsory Education Act.

There have been 14,719 cases investigated by the Agents of Truancy during this period, of which number 3,966 have been found to be truants, and 401 non-attendants.

The beneficial effect of checking truancy in its incipiency is shown by the fact that only 593 of this number of truants have

been reported more than once, as appears by the following schedule:

SCHEDULE OF TRUANTS REPORTED MORE THAN ONCE.

Once.	Twice.	Three Times.	Four Times.	Five Times.	Six Times.	Seven Times.	Eight Times.	Total.
2,351	364	121	47	39	16	3	3	3,966

The following schedule shows the schools to which the 3,966 truant children enumerated in above table were returned, and into which the 401 non-attendants were placed.

No. truants returned to Public Schools.....	3,365	
“ non-attendants placed in Public Schools.....	300	
		3,665
No. truants returned to Industrial Schools.....	392	
“ non-attendants placed in Industrial Schools..	64	
		456
No. truants returned to Parochial Schools.....	209	
“ non-attendants placed in Parochial Schools..	37	
		246
Total.....		4,367

No. of truants under this act, remaining in the care of the Society for Reformation of Ju- venile Delinquents, Jan. 1st, 1876.....	13
“ truants committed to care of Society for Re- formation of Juvenile Delinquents during the year 1876.....	90
<hr/> Total.....	103
“ truants released during year 1876.....	102
Remaining under care of said Society, Dec. 31, 1876.....	1
No. of truants committed to New York Catholic Protectory during year 1876.....	27
“ truants released.....	5
Remaining in said institution.....	22
No. of truants committed to New York Juvenile Asylum, during year 1876.....	5
Total number remaining committed in above in- stitutions, December 31, 1876.....	28

The mode of procedure, when an Agent of Truancy desires to have an arrest made, is as follows:

First: A written application is made by the Agent to the Superintendent of Truancy, in which is set forth a statement of the character, school attendance and general history of the child.

If, after a personal examination of the Agent by the Superintendent, the facts in the case indicate such a violation of the law as would seem to call for the use of force, the application receives the written approval of the Superintendent.

Second: The application is then laid for approval before the President of the Board of Education, who, calling before him the Agent, makes an investigation of the case, and if, in his judgment, it calls for the interposition of the law, the application receives his written approval.

It is necessary by the rules and regulations that every application should receive the approval of these officers before any steps can be taken by an Agent to procure a warrant.

Third: The necessary approval having been obtained, the Agent makes a formal complaint before a Police Justice, upon which a warrant is issued, placed for execution in the hands of a police officer attached to this department, and the party named therein is arrested. A hearing before the court is then had, the evidence of those interested is taken, and the case disposed of according to the judgment of the Justice.

It will be seen, therefore, that before an arrest can be effected, a careful preliminary examination of the case has to be made, by which course an effectual check is placed upon any injudicious action on the part of the Agent.

The following schedule shows the individual work of the respective Agents during the year:

	W. B. Church.	P. H. Jobes.	A. C. Martinez, Jr.	Theo. Reeves.	A. B. Clarke.*	F. M. Roser.†	W. C. Bradley.	S. M. Barneth,	A. L. Heckler.	J. S. Ketcham.	J. H. Baker.	J. W. Curtin.
Children kept at home by parents.....	242	309	224	459	65	296	537	211	242	245	335	462
“ “ “ sickness.....	159	152	252	343	35	139	206	183	326	115	295	164
“ “ “ poverty.....	92	62	79	58	9	43	47	80	36	24	79	49
“ “ “ taught at home.....	4	..	3	..	..	..	..	12	8	..	10	..
“ “ “ Physically disqualified.....	5	8	3	3	1	5	1	17	3	3	4	1
“ “ “ transferred from one school to another.....	65	68	44	88	1	54	73	20	43	31	37	5
“ “ “ under eight and over fourteen years of age.....	141	90	94	144	19	26	130	19	82	69	70	66
“ “ “ withdrawn from school.....	56	32	18	47	5	28	25	25	41	24	31	24
“ “ “ whose residence could not be found.....	217	142	97	244	18	91	206	64	175	165	87	13
“ “ “ committed to reformatory institutions by parents.....	15	13	9	15	..	7	32	6	8	24	..	2
No. truants returned to school.....	340	310	387	370	73	357	590	318	337	510	277	97
“ “ non-attendants placed in school.....	18	19	17	33	9	24	50	40	29	135	26	11
“ “ children committed to Soc’y for Reformation of Juv. Delinquents.....	10	7	23	7	2	7	16	2	5	8	4	..
No. children committed to N. Y. Juvenile Asylum.....	..	2	1	..	..	..	..	..	..	2	..	..
No. children committed to N. Y. Catholic Protectory.....	4	..	3	..	..	7	9	..	..	4	..	..
Total.....	1,368	1,214	1,253	1,811	237	1,084	1,922	997	1,335	1,349	1,255	894

† From March 1 to Dec. 31.

* From Jan. 1 to March 1.

At the close of the month of June last, the 88 boys remaining, committed under this Act, in the care of the Society for the Reformation of Juvenile Delinquents, were discharged from that institution. Some of these children, forsaking their truant habits, have returned to school, while others falling again into their "old ways" have been re-committed under the provisions of the law, either to the New York Juvenile Asylum, or the New York Catholic Protectory; which institutions, by the late amendments to the rules and regulations for this city, under Sec. 8 of the Act, have been designated as places to which children convicted of a violation of this law are to be committed.

Some few, through the Courts, have found their way to the House of Refuge; others have been, at the request of the Agents, placed by their parents in some reformatory institution, while others still have left the city, or gone to work.

The following table shows what has become of the 88 discharged in June last:

Attending School.	At work.	Removed from city.	Over age.	Arrested for crime.	N. Y. Juvenile Asylum.	N. Y. Catholic Protectory.	House of Refuge.	TOTAL.
24	13	25	9	2	5	4	6	88

When it is found impossible to induce children to attend school it is the invariable practice to urge the parents to place them in some reformatory, rather than to have them brought before the Courts and committed. This meets the requirements of the law, and at the same time leaves to the parents the selection of the reformatory to which their truant children are to be sent, to receive the benefits of an elementary education. By reference to the following schedule it will be found that 131 have been thus committed, and but 122 brought before the Courts.

The following table is a summary of the work done by the Agents of Truancy during the year :

Total number of cases investigated.....	14,719
These are classed as follows :	
No. of children kept home by parents, but returned to school at solicitation of agents.....	3,627
No. of children kept home by sickness.....	2,369
“ “ “ “ poverty.....	658
“ “ taught at home.....	37
“ “ physically or mentally disqualified	54
“ “ transferred from one school to an- other	529
No. of children under 8 or over 14 years of age....	950
“ “ withdrawn from school.....	356
“ “ whose residence could not be found	1,519
Total number not classed as truants.....	10,099

No. truants returned to school.....	3,966
“ non-attendants, that is, confirmed street loafers, placed in school.....	401
No. of children committed to reformatory institutions by parents, through advice of agents.	181
No. children committed to Society for Reformation of Juvenile Delinquents.....	90
No. children committed to New York Juvenile Asylum	5
No. children committed to New York Catholic Protectory.....	27
Total number placed in school.....	4,620
	<hr/>
Total.....	14,719

Of the 3,966 truants returned to school, 881, or a little more than 22 per cent., were taken from the streets by the agents; these, with the 401 above, make 1,282 actually taken from the streets by the officers under this act.

The following table shows the number of complaints made, warrants procured, and disposition made of those arrested during the past year :

No. of complaints made and warrants procured.....	153
“ children committed.....	122
“ complaints withdrawn and warrants cancelled.	13
“ warrants not yet served.....	18
	<hr/>
Total.....	153

It often happens that after a warrant is issued, but before the child is arrested, news of the issue is obtained by the child or its parents, and the child makes haste to get into school before the warrant is served.

In such cases, if the child shows a disposition to attend school with regularity, the complaint is, upon the order of the Superintendent, withdrawn, and the warrant cancelled.

During the year, amendments have been made to the statute relating to Compulsory Education, and also to the provisions, arrangements, rules and regulations made in conformity thereto.

The effect of these changes has been to widen the scope of the law by conferring upon the Board of Education the power of appointing officers to perform those duties which, under the original law, devolved upon the Trustees of the Wards. The enforcement of fines and the examination into the situation of all children between the ages of eight and fourteen years, employed in stores, factories and other establishments, now rests upon the officers connected with this department.

The first section of the law obliges all persons having the control of children to place under instruction all between the ages of eight and fourteen years, unless physically or mentally disqualified. For the non-fulfilment of this duty a fine is imposed.

The moral duty that has always rested upon parents to educate their children and thus to fit them for reputable occupations, suitable to their station in life, is by this act made a legal duty, and

when we consider the consequences that must naturally follow from a neglect of this moral duty, we cannot doubt the wisdom of this legal requirement.

A child growing up in ignorance and neglect is thrown helpless upon the world, and readily yields to the slightest temptation. He naturally and generally falls into the ranks of criminals and vagrants; society, instead of receiving a useful and productive citizen, is burdened with a pest and a nuisance.

The remedy provided by the statute for the parents' neglect of this duty is found in many cases, and those the most flagrant, to be inadequate and of little practical effect when enforced, and some amendment to this section of the law is necessary.

Experience leads me to the conclusion that idleness and truancy do not lie wholly at the door of the children, but rather do they, in a majority of cases, result from the carelessness or intemperance of the parents, and they should be the ones that suffer punishment.

The penalty now imposed upon parents is a fine of one dollar for the first offence, and five dollars for each subsequent offence, up to the number of thirteen in any one year. The parents who incur these fines are usually of the lowest order of society, and have no property from which the officer can collect the fine. In order to reach such cases and make them send their children to school, it has been found necessary in other countries, as in the various states of Germany and in some parts of Great Britain, not only to impose the fine on the delinquent parents, but, when not

paid, to commit the parent to jail for a short time, say one day for each dollar of fine imposed.

If the law should be amended so as in all cases where a fine is imposed, to authorize the magistrate to commit the offender to jail until the fine is paid, but not exceeding as many days as there are dollars in the fine, it would add largely to the beneficial effects of the law, and enable the agents to reach and cure what is now the worst class of cases. It would be necessary to commit to jail but very few of this class, for as soon as they found that they must either pay the fine or be committed, they would take care, by sending their children to school, not to incur it.

The subject of fines imposed upon delinquent parents has lately been discussed in the London School Board, and a report made to the Home Secretary, in commenting upon which the "London Daily News" makes the following remarks: "But the difficulty arises in the case of poor parents who do their best to make their children go to school, and fail. It certainly seems hard that parents, fully occupied in earning bread for daily necessities, should be fined for their children's disobedience to orders which they have no time to see actually enforced. The observations of the Special Committee dwelt particularly upon the hardships suffered in this matter by widows; and it must be, to say the least of it, distressing to the poor and hard-working mother of a truant child to be punished for his disregard of her orders, and the laws of the land. She has done all that she can do in telling him to go to school, and seeing him start on the beginning of his journey. If she went with him to ensure that he arrived at its end she would give up a great part, if not

all of the day's work upon which she and he depended for food. Yet when it turns out, that instead of continuing on his way to school, he has gone off to join in the more attractive pursuit of making mud-pies, or playing hop-scotch, she is called upon to pay for his laches out of her hardly-earned money.

"The hardship of this state of things is evident, and it is obvious that an argument addressed to the child rather than to the parent is desirable. A child given to the habit of truancy, which, as was pointed out in the discussion, involves a grave moral danger, is not likely to be much impressed by a pecuniary punishment inflicted on its parent. Children's memories are short, and however much a moral appeal may be felt at the time of its delivery, its effect will probably be overcome easily enough by the next temptation to play instead of going to school. On the other hand, physical correction at home, in the case of a boy with a strong objection to school, is just as likely to arouse opposition as it is to produce submission. What is wanted is obviously a punishment inflicted on the child by the outside authority which he disobeys; or, as the Committee's observations put it, "a simple and effectual mode of convincing truant boys that they cannot have their own way, and that if their parents cannot control them there is a power that will."

The difficulties and hardships complained of are altogether obviated in the Compulsory Education Law of this State. The author of this law, after a careful study in Europe of the operations there of laws relating to Compulsory Education, discovered this defect, and remedied it in our law by the seventh section.

This section provides that whenever any person having the control of a child is unable to induce it to attend school, he may relieve himself from all fines and penalties by a statement in writing to the proper school authorities, acknowledging his inability to procure the attendance of the child at school.

The child is then treated as an "habitual truant," and is liable to commitment to such reform school as may be "provided for the discipline and instruction of such children" by the School authorities.

The second and third sections of the law relate to the employment of children under fourteen years of age, and to the inspection of stores, factories, and other establishments where such children are employed.

There is a large class who, through carelessness, indifference or ignorance with regard to the moral duties they owe to their children, ignore entirely their claim to the rights and benefits of an education, and place them at a very tender age in stores or factories, where they are forced to work year after year from morning until night. In order to protect these children from this tyranny and cupidity and secure them "the benefits of an elementary education" such as will enable them to become useful citizens, is one of the chief objects of the law. These cases can only be reached by a vigorous enforcement of the law, and as the Board has, under the Act as amended, the power to appoint the necessary officers for the performance of this duty, I trust steps will be taken to add sufficiently to the force now employed to enable it to carry out this humane and just provision of the law.

In regard to the dismissal of children from school, the Trustees of some of the Wards have made certain rules which appear to me inconsistent with this act.

These rules provide that if the absence of any children continue for five consecutive days, their places shall be filled and they dismissed from school. These regulations interfere with the execution of this act.

For example, take the case of a non-attendant who, after much effort on the part of the agent, is placed in school.

Those designated as non-attendants usually belong to the class denominated "street boys," and we frequently find that they have not even entered any school for over a year.

Restraint is at first naturally very irksome, and they frequently from sheer desperation "cut school," regardless of consequences.

They are either reported to the Agent, or he learns of their absence on calling at the school. These children elude the agents so successfully that they are reached with difficulty. When, however, after diligent search, they are found and returned to school, admission is denied them, because their places having been filled under this rule, and in those wards where the schools are over-crowded, it is impossible to find a place for them. Thus they are forced back into the streets and into their old associations.

Much indulgence should be granted to them, and their places in school should be kept open for a reasonable time. It necessarily takes time to cure them of their wandering habits, make them

amenable to rule, and awaken an interest in their own advancement.

To secure to these children an "elementary education" is the aim of this law, which certainly can be better accomplished in our schools than in a reformatory institution.

It is inconsistent that rules should exist which deny children admission to school, while the law compels them either to attend or suffer a penalty.

This subject commends itself to your consideration, and I hope that some rule or regulation will be made by the Board that will cure this evil.

We have no means of determining the number of children of the school age in the city of New York, because no school census has ever been taken. Hence it is impossible to tell what percentage of children are growing up in ignorance.

Except in a few cities, an annual school census is taken throughout the State in the fall, and reported to the State Superintendent of Public Instruction. Why should not the city of New York do the same?

If, for the purposes of this act, the whole city were divided into primary school districts, and the census of the children and their custodians, coming within the operation of this act, were taken annually in each district, and reported to the Primary and Grammar Schools of the district, the agents could readily and definitely

reach every child in the city between the ages of eight and fourteen years, and see that all receive the benefits this act secures to them.

The increased attendance upon the public schools during the past year is undoubtedly in some measure attributable to the enforcement of the Compulsory Law, but to what extent it is impossible to say, there being no statistics showing how many have been induced to enter school through its moral force.

That the law meets with popular favor is conclusively shown by the fact that there has been little or no opposition to its enforcement, its justice and necessity being acknowledged by all.

It has undoubtedly done much good and brought into school many who, otherwise, would have been left to a life of idleness. Our work has been mainly accomplished by persuasion and argument, striving to make the law a moral force, rather than an engine of terror, and only when these measures have failed to accomplish reformation, has its legal power been invoked to punish the delinquent.

Respectfully submitted,

ALEX. M. STANTON,
Superintendent of Truancy.

ANNUAL REPORT

OF THE

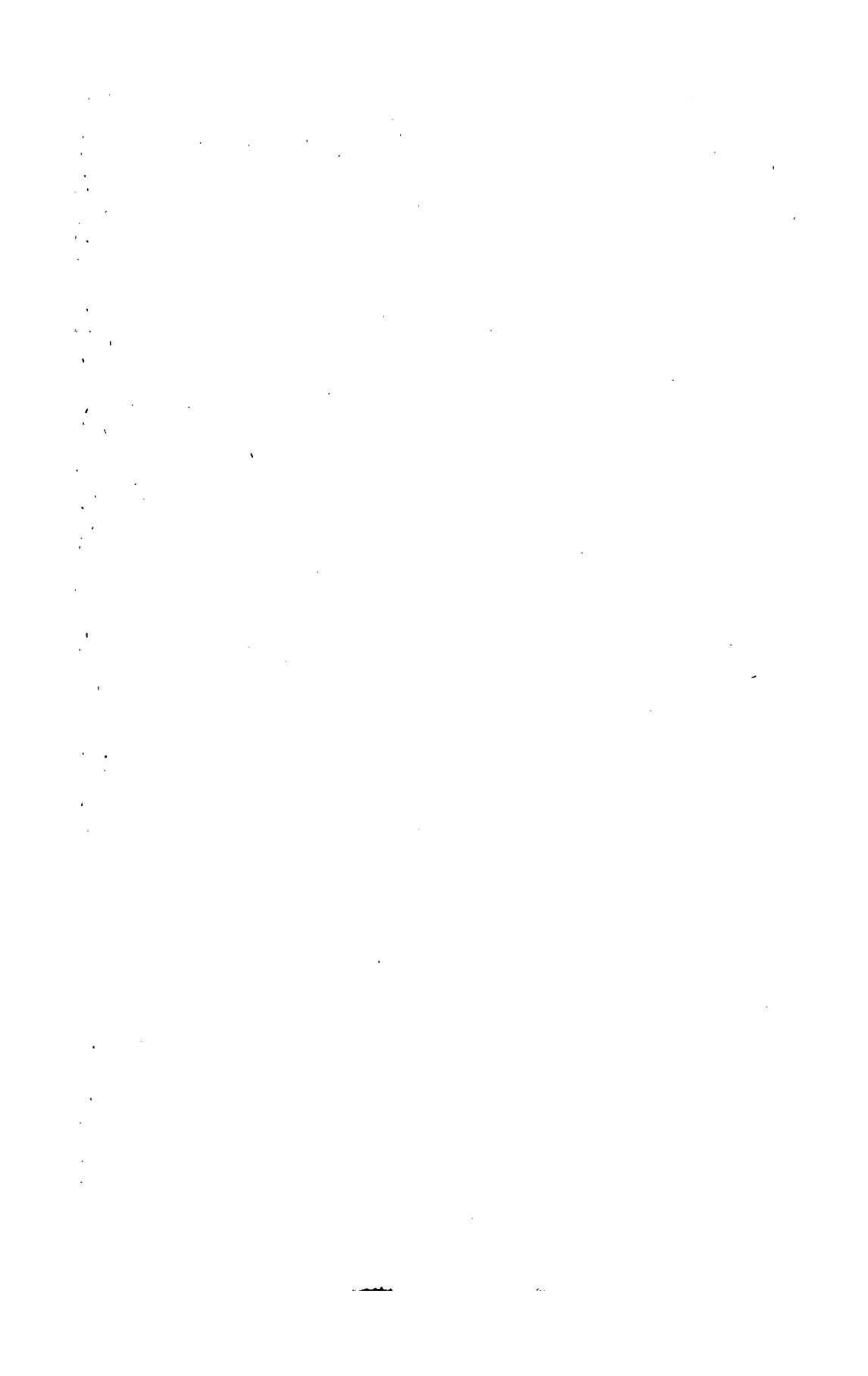
TRUSTEES

OF THE

College of the City of New York

FOR THE

YEAR ENDING JUNE 24TH, 1876.



REPORT.

To the Regents of the University of the State of New York :

The Trustees of the College of the City of New York submit the following Report for the Collegiate year ending on the 24th day of June, 1876, containing a just and true statement of facts, showing the progress and condition of the College during and at the close of the year, in respect to the several subject matters following, viz.:

I.—TRUSTEES.

The following is a list of the Trustees of the College, with their respective places of residence, who held office the 24th day of June, 1876 :

William Wood, <i>Chairman</i>	4 West 18th street.
Rufus G. Beardslee.....	47 West 55th street.
A. J. Mathewson.....	647 Hudson street.
Albert Klamroth.....	64 St. Mark's place.
James M. Halsted.....	18 West 17th street.
Eugene Kelly.....	43 West 51st street.
Lawson N. Fuller.....	Carmanville.
Leonard Hazeltine.....	54 East 61st street.
Stephen A. Walker.....	8 East 30th street.
Henry P. West.....	155 Grand street.

David Wetmore.....	119 Lexington avenue.
Ferdinand Traud.....	115 East 83d street.
David F. Baker.....	138 West 44th street.
Morris Wilkins.....	Tremont.
William Dowd.....	168 West 22d street.
Jacob D. Vermilye.....	258 4th avenue.
Charles Place.....	135 West 125th street.
Edward Schell.....	53 Clinton place.
L. G. Goulding.....	25 Rutgers street.
J. Grenville Kane.....	39 West 21st street.
Ernest Caylus.....	22 West 23d street.
Alexander S. Webb.....	15 Lexington avenue.
Lawrence D. Kiernan, <i>Secretary Board of Trustees</i>	336 East 35th street.

During the collegiate year the Board of Trustees held five stated and three special meetings, duly convened, for the transaction of business.

II.—NUMBER AND DESCRIPTION OF PROFESSORSHIPS.

The Professorships in the College during the past year were the following :

1. A Professor of Philosophy.
2. A Professor of English Language and Literature.
3. A Professor of Latin Language and Literature.
4. A Professor of Greek Language and Literature.
5. A Professor of French Language and Literature.
6. A Professor of German Language and Literature.
7. A Professor of Spanish Language and Literature.
8. A Professor of History and Belles-Lettres.
9. A Professor of Mathematics.
10. A Professor of Mechanical Astronomy and Engineering.
11. A Professor of Chemistry cs.
12. A Professor of Natural History, Physiology and Hygiene
13. A Professor of Descriptive Geometry and Drawing.

III.—FACULTY AND OTHER OFFICERS.

The Faculty of the College consisted of the President and fourteen Professors ; the other persons charged with the duty of giving instruction during the year were eighteen Tutors and one Special Instructor in Elocution.

The following list shows the names of all persons employed in the College during the year, and the salaries paid to each of them :

Alexander Stewart Webb, LL. D., President	\$5,750 00
Jean Roemer, LL. D., Vice-President and Professor of French Language and Literature	5,250 00
Augustin Jose Morales, LL. D., Professor of Spanish Language and Literature	4,750 00
Gerardus Beekman Docharty, LL. D., Professor of Mathematics and Secretary of the Faculty	4,750 00
Charles Edward Anthon, LL. D., Professor of History and Belles-Lettres	4,750 00
John Graeff Barton, LL. D., Professor of English Language and Literature	4,750 00
Robert Ogden Doremus, M. D., LL. D., Professor of Chemistry and Physics	4,750 00
Herman J. A. Koerner, Ph. D., Professor of Descriptive Geometry and Drawing	4,750 00
Adolph Werner, M. S., Professor of German Language and Literature ..	4,750 00
John Christopher Draper, M. D., LL. D., Professor of Natural History and Physiology	4,750 00
Alfred George Compton, A. M., Professor of Mechanics, Astronomy and Engineering	4,750 00
George Washington Huntsman, A. M., Professor of Philosophy	4,750 00
Charles G. Herbermann, Ph. D., Professor of Latin Language and Literature, Librarian	4,750 00
Jesse A. Spencer, S. T. D., Professor of Greek Language and Literature	4,750 00

David B. Scott, A. M., Professor and Principal of the Introductory	
Class.....	4,750 00
Benjamin Arad Sheldon, Ph. D., Tutor in Mathematics.....	2,500 00
Casimer Fabregou, A. M., Tutor in French	2,500 00
James Godwin, A. M., Tutor.....	2,500 00
Solomon Woolf, A. M., Tutor.....	2,500 00
James Knox, A. M., LL. B., Tutor.....	2,500 00
FitzGerald Tisdall, Jr., A. M., Ph. D., Tutor.....	2,500 00
James Edward Morrison, A. M., LL. B., Tutor in History and Belles-	
Lettres.....	2,500 00
Charles Roberts, Jr., A. M., LL. B., Tutor.....	2,500 00
Ernest Fiston, A. M., Tutor in French.....	2,500 00
William Stratford, A. M., M. D., Ph. D., Tutor.....	2,500 00
Eustace Whipple Fisher, A. M., M. D., Tutor in English.....	2,500 00
Edward Ellice Burnet, A. M., Tutor in English.....	2,500 00
William G. McGuckin, A. B., Tutor, (Sec'y, \$500).....	1,800 00
John R. Sim, A. B., Tutor, (Ass't Sec'y, \$250).....	1,800 00
Benjamin C. Gregory, A. B., Tutor.....	300 00
Charles Edward Lydecker.....	883 33
Charles A. Walworth, LL. B., Tutor in Book-keeping, Phonography,	
&c.....	2,500 00
Hugo R. Hutten, Tutor in German.....	2,500 00
Joseph E. Frobisher, Special Instructor in Elocution.....	2,000 00
Asa W. Wilkinson, M. D., Assistant in Laboratory.....	2,500 00
Robert W. Cana, Deputy Librarian and Registrar.....	2,000 00
Charles Wolfe, College Mechanician.....	700 00
Ivn Sickles, Mechanician.....	700 00
John Bonney, Janitor.....	1,200 00
Dennis Leavy, Janitor and Engineer.....	1,200 00
Laboratory Boy.....	240 00

IV.—NUMBER OF STUDENTS.

The whole number of students, undergraduates in said College during said year, was:

Whole number in the Introductory Class.....	604
“ “ “ four Collegiate Classes.....	402
Left or dismissed from Introductory Class for various reasons.....	212
“ “ “ the Four Collegiate Classes for various reasons.....	106
Graduated June 24, 1876.....	44

During the collegiate year leave of absence was granted to fifty-nine students on the ground of ill health.

V.—CLASSIFICATION OF STUDENTS FOR ENSUING YEAR.

1. In the Senior Class.....	50
2. In the Junior Class.....	58
3. In the Sophomore Class.....	90
4. In the Freshman Class.....	190
5. In the Introductory Class, Collegiate Course.....	309
“ “ “ Commercial Course.....	853
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Total.....	1,050

VI.—ACADEMIC DEGREES.

The following are the names of those who received Academic Degrees at the last Commencement:

BACHELORS OF ARTS.

Samson Oettinger Altmayer.	Louis Mahler.
Arthur Pond Baldwin.	Fernando Maves.
Harry Camerden Blauvelt.	Henry Merckle.
Vernon Mansfield Davis.	Ferdinand Richard Minrath.
Frederick Frambach, Jr.	Benjamin Wood Palmer.
Herman Frank.	William Alfred Powell.
Charles Israel Henry.	Charles Putzel.
Joseph Honig.	Harry Semmons Rafel.
John Ward Hopper.	Edwin Benjamin Ramsdell.

Singleton Husted.	Maurice Rapp.
William Houston Kenyon.	George Blood Smyth.
Philip Henry Klein.	Edward Strouse.
Nathan Ullmann.	

BACHELORS OF SCIENCE.

Charles Clearwater.	William Herbert Mead.
Leo Lewinsky D'Utassy.	Watermun Lily Ormsby, 3d.
Simon Goodfriend.	Rufus Henry Park.
Edward Cairns Henderson.	John Clinton Rhodes.
George Charles Hollerith.	Marks Rothschild.
William Arthur Kay.	Marcus Stine.
Max William Kraus.	Frederick M. Townsend.
Henry Lauterbach.	Henry William Vogel.
James Joseph McGowan.	Albert F. West.
Joseph S. Wheaton.	

MASTERS OF ARTS.

Frederick A. Lyons, A. B.	Adolphus Henry Stoiber, A. B.
Samuel M. Jackson, A. B.	Seligman J. Strauss, A. B.

VII.—COLLEGE TERMS AND SESSIONS.

There were two College Terms. The first term began on the third Wednesday of September, and ended on the twenty-eighth of January. The second term began on the seventh of February, and ended on the twenty-second of June.

VIII.—SUBJECT AND COURSE OF STUDIES.

To the end of the Sophomore year students have all subjects of study in common, with the exception that the Ancient Lan-

guages up to that time are studied in the Classical Course only ; the Modern in the Scientific. From the beginning of the Junior year each course becomes essentially distinct and divergent.

In addition to the above, there is a Post Graduate Course of Civil Engineering ; and also a short Commercial Course for such students of the Introductory Class as may desire it, and intend to remain one year only. The following are the subjects studied in each year.

INTRODUCTORY STUDENTS.

During the collegiate year the introductory students who pursued the Classical course studied Harkness' Latin Grammar (through Syntax) and parts of four books of Cæsar's Commentaries, with several exercises in Latin Prose Composition ; Docharty's Algebra through Quadratic Equations, and Geometry through the first book ; Linear Drawing ; Natural History ; Anatomy and Physiology ; English Prosody, with Applications ; Fowler on Etymology ; Exercises in Poetry and Original Compositions ; Lectures fully illustrated with experiments and charts were delivered on Heat, Light, Electricity, Galvanism and Magnetism.

Those who pursued the Scientific Course studied, instead of Latin, Vannier's Spelling and Pronunciation ; Robertson's Grammar ; and portions of Roemer's Polyglot and Elementary Readers.

The Commercial Students pursued French as above, or German through Ahn's Method. Those who chose Spanish studied Ollendorf's Grammar, Morales' Reader, and Butler's Phrases ;

Penmanship ; Bookkeeping ; Phonography ; Docharty's Algebra, into Quadratic Equations ; Geometry, nearly through the first book ; English in part as above, and Physics.

FRESHMAN CLASS.

The studies of the Classical course were Sallust's *Jugurtha*, Cicero's Oration for the Poet Marcellus, some of the Orations against Catiline, and a portion of the Oration for the Manilian Law ; Latin Grammar, Prosody and Versification, Greek Praxis, and translations from the Jests of Hierocles, Dialogues of Lucian and Æsop's Fables ; Outlines of Universal History ; Geometry, all except the first book ; Plane Trigonometry and Mensuration of surfaces and solids ; Descriptive Geometry, Shades, Shadows and Perspective ; Anatomy, Physiology, Hygiene, Botany and Zoology ; Fowler's English Grammar, Shaw's English and Tuckerman's American Literature, Craik's English of Shakespeare, and Chaucer, with Etymological Exercises, and Original Composition in English.

The Scientific Course students, instead of Latin and Greek, studied in French, French Grammar, and translations from Roemer's Second French Reader ; a portion of them in Spanish, Spanish Grammar, Morales' Reader, Butler's Phrases, and translations from Iriarte's Fables, and a portion of them in German, the Grammar and selections from the Reader.

SOPHOMORE CLASS.

In the Classical course the studies were Virgil's *Æneid*, Livy ; Xenophon's *Anabasis* and *Memorabilia* ; Herodotus ; *Ancient*

Geography; Rhetoric; Composition; Declamation; Outlines of Universal and English History; English Synonyms; English Literature, and systematic Exercises in English Composition; Spherical Trigonometry, Surveying, Navigation, and Analytical Geometry; Drawing from Casts and Ornamentation, Logic and Moral Science.

The Scientific course students, instead of Latin and Greek, studied, in French, translations from the French Reader; Moliere's *Bourgeois Gentilhomme*; *Les Femmes Savantes*; Racine's *Esther*; Erckmann-Chatrian's *Conscrit*; translations from English into French; a portion who chose Spanish studied Ollendorf's Grammar, Pizarro's Phrases, and made translations from Quintana and Ascargota; a portion who took German studied Glaubenskleer's Grammar and selections from Glaubenskleer's and the Bremen Reader.

JUNIOR CLASS.

In the Classical course the studies were Tacitus and Horace's Odes and Satires, Homer's *Iliad* and *Odyssey*, and Demosthenes' Orations, with Greek Prose Composition, Intellectual Philosophy, Logic, Composition and Oratory, Universal Literature, English Language and Literature, Differential and Integral Calculus, Acoustics, Optics, Elementary and Applied Chemistry, Zoology and Blow-pipe Analysis.

A portion of the students of the Scientific course, instead of Latin and Greek, studied in Spanish, Sale's Grammar, Moratin's Comedies, *Don Quixote*, Spanish Composition, and translations from English into Spanish.

A portion studied in German, selections from Oltrogge's Reader, Wallenstein complete.

SENIOR CLASS.

The students of the Classical course, in addition to Latin and Greek, take either French, Spanish or German, as they may elect, during their senior year, and studied Juvenal, Thucydides, Plato, Sophocles and Aristophanes, with lectures on Greek Literature, Political Economy, Constitution of the United States, International Law, Mills' Logic, Spherical Astronomy, History of Universal Literature, Composition and Oratory, Analytical Mechanics, Elementary and Applied Chemistry, Geology, and Lectures on *Æsthetics*.

The students of the Scientific course, who chose Latin, studied Harkness' Latin Grammar, and selections from Cæsar, Sallust, Cicero, and Virgil.

The students of the Classical course who selected French, studied Robertson's French Grammar, and Roemer's First and Second French Readers.

Those who chose Spanish, studied Ollendorf's Spanish Grammar, Morales' Reader, Butler's Phrases, and Quintana.

Those who chose German studied Whitney's Grammar and Whitney's Reader.

The students of the Scientific course studied Oltrogge's Reader, Wallenstein, and Whitney's Grammar.

The students of the Post Graduate course studied Weisbach's Mechanics, Gillespie's Roads and Railroads, and Higher Surveying, Wood's Roofs and Bridges, Chauvel's Practical Astronomy, Smith's Topographical Drawing and Geodetic Surveying.

IX.—EXERCISES.

The students of the three higher collegiate classes have regular exercises in composition and oratory. The public exhibitions are four in number—the Junior Exhibition, consisting of original orations by members of the Junior Class; the Prize speaking, consisting of declamations of selected pieces by three members of each of the three highest classes; the Prize Debate by members of the two Literary Societies; and the Commencement.

X.—EXAMINATIONS.

There are two examinations—one at the close of the first term, at which there is a general review of the several studies, and the other at the close of the year, when students are promoted or rejected. The examinations are partly oral and partly written.

XI.—MODE OF INSTRUCTION.

Text books are used in all departments except that of Drawing and the Fine Arts, in which the instruction is by lectures and models.

In most of the departments lectures are delivered in addition to the lessons learned from the Books.

XII.—DISCIPLINE.

Ordinary negligence and misbehavior are punished by demerit marks, which lower a student's standing in his class at the end of the term. In some cases students are reprimanded by the President, or by the President before the Faculty, and may be suspended or dismissed.

XIII.—STATUTES OR BY-LAWS.

A copy is transmitted with this report.

XIV.—DESCRIPTION AND VALUE OF COLLEGE BUILDINGS.

The building devoted to the use of the four upper classes of the College contains twenty recitation rooms, two lecture rooms, two drawing rooms, one chapel, one library of three rooms, one laboratory, one office for the President, apartments for the Janitor, and several store rooms. The value of the building and grounds is estimated at \$150,000.

The building used by the Introductory Class contains eleven recitation rooms, an assembly room, a room and office for the Principal, and store rooms in the basement. The value of the building and furniture is \$40,000.

The Library contains eighteen thousand volumes of well selected works; the estimated value is placed at about \$45,500.

A new catalogue is in preparation, and the library is in excellent order.

The repository contains fifteen thousand volumes of text books, of which one-fifth are not fit to issue. Estimated value \$12,000.

LABORATORY.

The Laboratory is provided with the necessary apparatus of glass and porcelain, and with such chemical preparations as may be required by the Professors having charge of the Department.

The collection of charts and apparatus illustrating the principles of mathematical, physical and mechanical science is estimated at about \$14,700, and the Cabinet of Natural History at \$3,000.

The architectural models and casts from the antique used by the Drawing Department are estimated at \$2,000.

Summary of Estimated Values.

Buildings and ground.....	\$190,000
Library.....	59,000
Apparatus of all kinds.....	14,700
Cabinet of Natural History, Models, etc.....	3,000
Casts, Models, etc., in Art Department.....	2,500
	<hr/>
Total.....	\$269,200
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XV.—DESCRIPTION AND VALUE OF OTHER COLLEGE PROPERTY.

Holbrook Library Fund.....	\$5,000
Grosvenor Library Fund, see account No. 16.....	30,000
Pell Medal Fund.....	500
Burr Medal Fund.....	500

Cromwell Medal Fund	500
Riggs Medal Fund	1,000
Ward Medal Fund (a mortgage for)	1,000
Kelly Medal Fund (bond for)	1,000
Claffin Medal Fund	1,250
	<hr/>
	\$40,750
	<hr/>

XVI.—REVENUES AND EXPENDITURES.

Receipts and Expenditures for the Purposes of the College of the City of New York, from the first of July, 1875, to the first of July, 1876.

RECEIPTS.

Balance, 1st July, 1875, per last report	\$ 36,080 36
Amount deposited by the Comptroller from the fund for 1876, to the credit of the Trustees	120,000 00
	<hr/>
Total Receipts	\$156,080 36
	<hr/>

PAYMENTS.

Salaries of Faculty, etc., July to December, 1875, by Trustees	\$42,796 25	
Salaries of Faculty, etc., January to July, 1876, by Trustees	85,175 84	127,972 09
Scientific Apparatus, etc., 1875, by Trustees	64 07	
Scientific Apparatus, etc., 1876, by Trustees	1,508 67	1,572 74
Repairs to Buildings, Furniture, etc., 1875, by Trustees	4,302 92	
Repairs to Buildings, Furniture, etc., 1876, by Trustees	904 44	5,207 36

Books and Supplies for the Students, 1875, by Trustees.....	258 51	
Books and Supplies for the Students, 1876, by Trustees.....	1,754 31	2,012 82
Incidentals, Printing, Stationery, Fuel, Gas, Public Exhibitions, Insurance, Labor, &c., 1875, by Trustees.....	2,737 89	
Incidentals, Printing, Stationery, Fuel, Gas, Public Exhibitions, Insurance, Labor, &c., 1876, by Trustees.....	4,750 31	7,488 20
Total Payments.....		<u>\$144,253 21</u>
Balance in Bank.....		<u><u>\$11,827 15</u></u>

Receipts and Expenditures of the Grosvenor Fund for the year ending the 1st of July, 1876.

Balance on hand 1st July, 1875.....	\$1,741 59	
Interest on bonds and mortgages.....	2,345 66	
Total Receipts.....		<u>\$4,087 25</u>

PAYMENTS.

Sundry bills for Library Books, by Executive Committee.....	\$3,005 55	
Balance in Merchants' National Bank.....		<u><u>\$1,081 70</u></u>

July 1, 1876.

MEDAL FUND.

Kelly Medal: Soldier's Bounty Bond, No. 41, due 1st Nov., 1885, 6 per cent.....	\$1,000 00
Accumulated interest in bank.....	150 00

Pell Medal: Cash for bond and Interest accumulated in

bank..... 519 97

Statement of the Grosvenor Fund, bequeathed by Seth Grosvenor, deceased, the interest on which is to be applied for the purchase of library books.

Cash in Manhattan Savings Bank.....	\$500 00
Bond and Mortgage of J. Jennings and J. Brown, interest at 7 per cent.....	2,500 00
Bond and Mortgage of J. R. Brady, interest 7 per cent.....	5,000 00
Bond and Mortgage of H. & T. O'Calligan, interest 7 per cent.....	15,000 00
Bond and Mortgage of Charles Ely, interest 7 per cent.....	7,000 00
	<hr/>
	30,000 00

New York, July 1st, 1876.

At a meeting of the Board of Trustees of the College of the City of New York, held November 8th, 1876, it was ordered that the foregoing report be properly authenticated by the Chairman and Secretary of the Board, under the seal of the College, and transmitted to the Board of Regents of the University of the State of New York.

WILLIAM WOOD,

Chairman of the Board of Trustees.

L. D. KIERNAN,

Secretary.

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